

Seminar1 – Walk with You(th) HKEC Symposium on Community Engagement XIII 2018

I M HAPPY, School Intervention and
Mental Health Awareness for
Psychologically Prone Youths

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A Research Study on the Mental Health of Secondary School Students in Hong Kong

Background

- To conduct regular mental health survey to understand the mental health issues of secondary school students
- To find out protective and risk factors
- To identify students at risk and provide follow-up intervention
- To provide intervention which enhance protective factors and reduce risk factors



Research Method

- Target group: All secondary school students in Hong Kong
- Method: Self-rated questionnaires

Year	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018
No. of schools	16	19	22	40	37	18
No. of questionnaires	4,800	9,200	10,140	15,505	15,560	7,451
No. of male students	2,604	3,951	4,604	7,577	7,708	4,068
No. of female students	2,060	4,958	5,360	7,605	7,203	3,190

(Schools which joined MHI project but did not join the research)

Research Areas

Year 2012-13	Year 2013-14	Year 2014-15	Year 2015-2016	Year 2016-17	Year 2017-18
Beck Depression Inventory-II (BDI-II)			The Center for Epidemiologic Studies Depression Scale for Children (CES-DC)	Quick Inventory of Depressive Symptomatology (QIDS)	
Screen for Child Anxiety Related Emotional Disorders (SCARED)					
Sources of Stress					
Cognitive Emotion Regulation Questionnaire (CERQ)	Zimbardo Time Perspective Inventory (ZTPI)	Social Peer Rejection Measure		UCLA Loneliness Scale	Oldenburg Burnout Inventory – Student (OLBI-S)
Children’s Negative Cognitive Errors Questionnaire (CNCEQ)	Adolescent Coping Orientation for Problem Experiences (ACOPE)	Ego Resiliency Scale	The Chinese Family Assessment Instrument (C-FAI)	Self Compassion Scale	Curiosity and Exploration Inventory – II (CEI-II)
		EPOCH Measure of Adolescent Well-being			Hope Scale

Findings 1

Depressive Symptoms in secondary school students

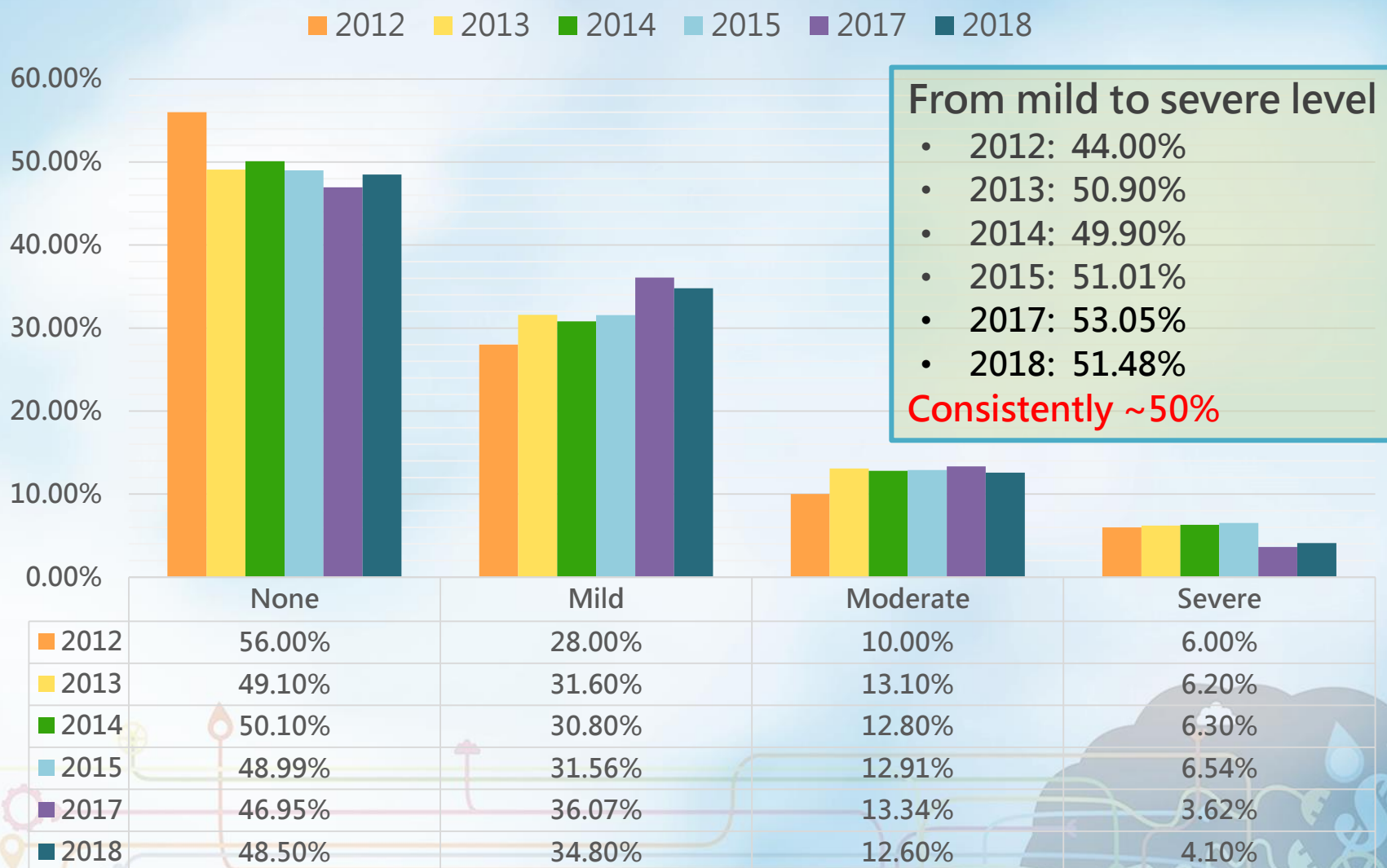


Depressive Symptoms

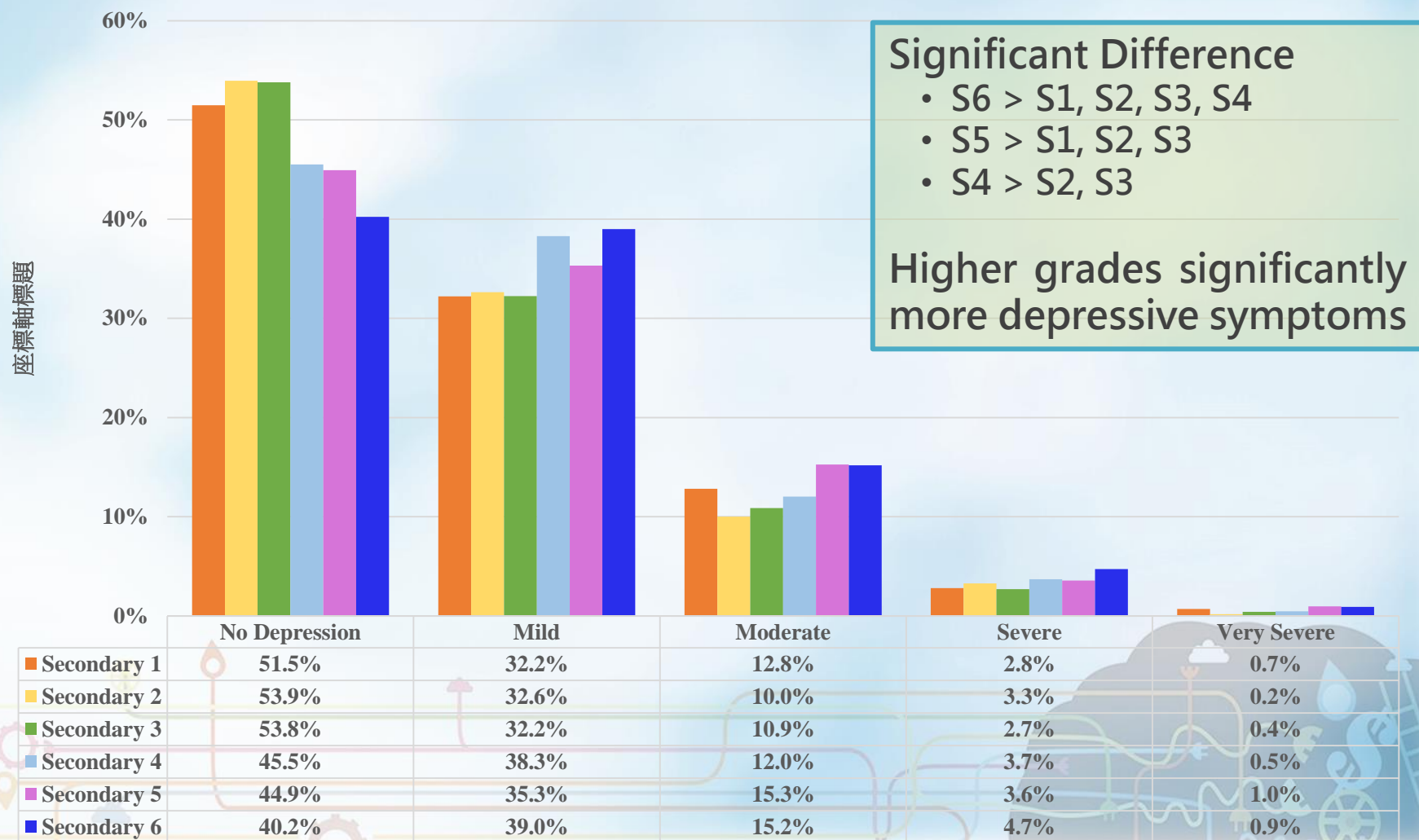
- 2012-2015: Beck Depression Inventory-II (BDI-II)
- 2016-2018: Quick Inventory of Depressive Symptomatology (QIDS)
- Validity ($r = 0.61$)



Depressive Symptoms Over the Past 6 Years



2018 Grade Distribution of Depressive Symptoms in Students



Thoughts of Death or Suicide (BDI #9; QIDS #12)

Suicidal ideation	2012-2013	2013-2014	2014-2015	2016-2017	2017-2018
Moderate “I would like to kill myself”/ “I think of suicide or death several times over the past 7 days for several minutes”	2.1%	1.7%	2.0%	3.4%	3.7%
Severe “I would kill myself if I had the chance”/ “I think of suicide or death several times a day in some detail or I have made specific plans for suicide or have actually tried to take my life”	2.5%	2.1%	1.9%	1.4%	1.6%

Total: Around 4%

Findings 2

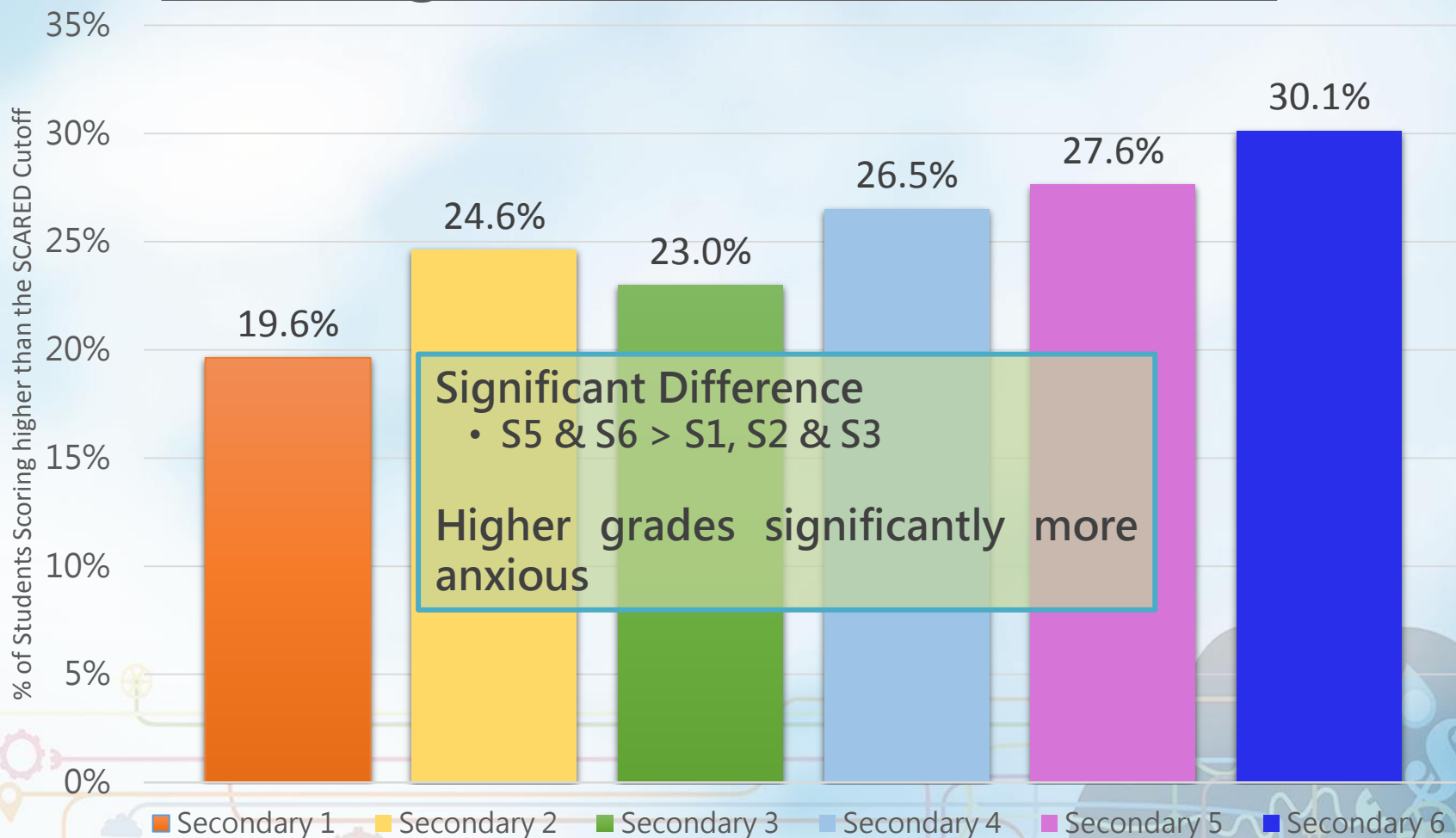
Anxiety symptoms in secondary school students



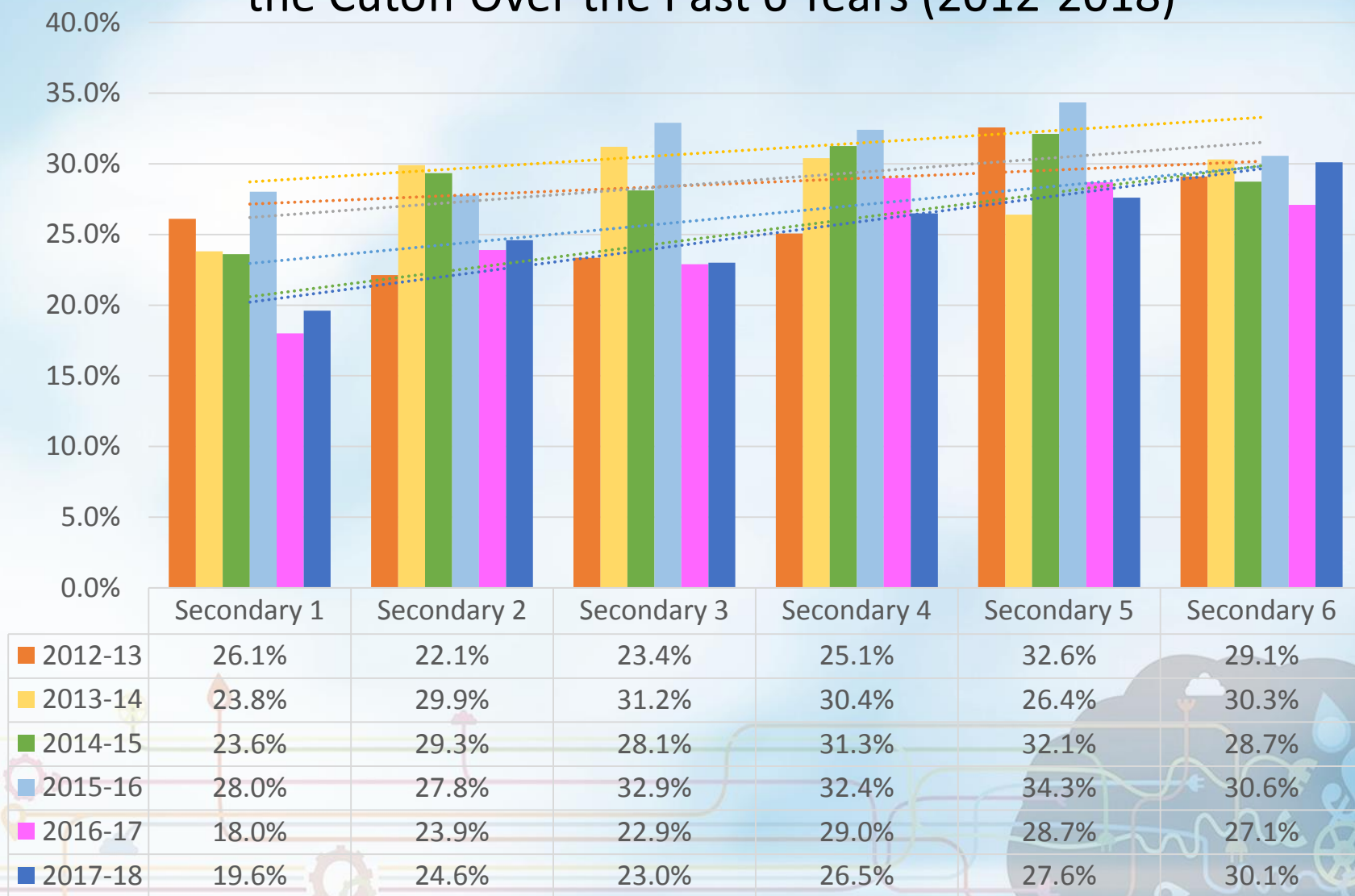
Screen for Child Anxiety Related Emotional Disorders (SCARED)

- A screening measure for Anxiety Symptoms based on the diagnostics criteria of Diagnostic and Statistical Manual of Mental Disorders (DSM-IV)
- 41 question, self-report, multiple choice questionnaire on a 0 (never) to 2 (always) scale
- Measure overall anxiety level and 5 different types of anxiety (Panic Disorder; Generalised Anxiety Disorder; Separation Anxiety; Social Anxiety; School Avoidance)

Grade Distribution of Students with Anxiety Level Higher than the Cutoff in 2018



Grade Distribution of Students with Anxiety Level Higher than the Cutoff Over the Past 6 Years (2012-2018)



Screen for Child Anxiety Related Emotional Disorders (SCARED)

% of Students with Anxiety Higher than the Cutoff

Year 2012-13	Year 2013-14	Year 2014-15	Year 2015-16	Year 2016-17	Year 2017-18
27.9%	28.9%	29.31%	31.24%	25.22%	25.03%

More than 4 in 1

Findings 3

Sources of Stress in secondary school students



Sources of stress

- 13 items of common stressors appear on youth
- On a scale 0 (Never) to 3 (Frequently) about the frequency of occurrence
- The score of the 13 items is summed up
- Higher score represents more frequent occurrence



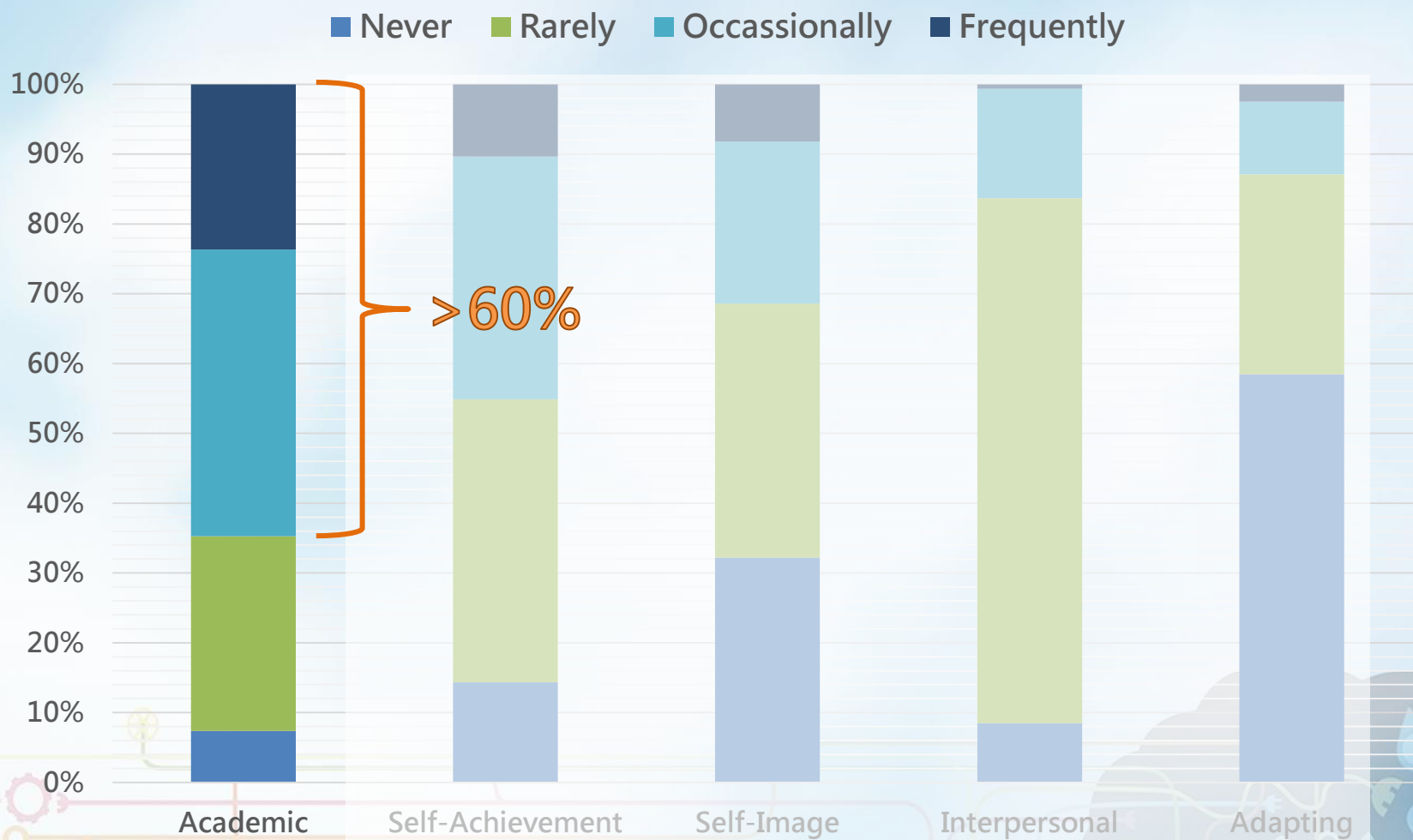
Stressors in Categories

Categories	Stressors include...
1. Interpersonal	Family Relationship; Teacher-Student Relationship; Peer Relationship; Relating with the Opposite Gender; Family Problems; Cyber Bullying; Social Network Problems
2. Academic	Academic Performance; DSE (public exam)
3. Self-Achievement	Future Path; Choice of Subject
4. Self-Image	Physical Appearance
5. Adaptation	Adapting to a New School

2012-2018 Top 5 Stressors

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Academic Performance	DSE (public exam)	Academic Performance	Academic Performance	Academic Performance	Academic Performance
Future Path	Academic Performance	DSE	DSE	DSE	DSE
Physical Appearance	Future Path	Future Path	Future Path	Future Path	Future Path
Pocket Money	Choice of Subjects	Family Relationship	Family Relationship	Family Relationship	Family Relationship
Family Relationship	Physical Appearance	Physical Appearance	Physical Appearance	Physical Appearance	Physical Appearance

2018 Source of Stress in Students



Senior Forms are More Stressful

- Higher Total Stress Level
- Related to Academic and Self-Achievement
- Level of Stress → Highly Correlated with Depression ($r = .520^{**}$) and Anxiety ($r = .542^{**}$)



Findings 4

Zimbardo Time Perspective Inventory (ZTPI)



6 Main Time Perspectives

Past	Past Negative	<ul style="list-style-type: none"> Focus on all the things that went wrong in the past: “it doesn’t matter what I do, my life will never change.”
	Past Positive	<ul style="list-style-type: none"> Focus on the “good old days.” May keep scrapbooks, collect photos, and look forward to celebrating traditional holidays.
Present	Present Hedonistic	<ul style="list-style-type: none"> Live in the moment – Pleasure seeking, novelty, and sensation
	Present Impulsivity	<ul style="list-style-type: none"> Spur of a moment, Perform Irrational behaviours
Future	Future Autonomy	<ul style="list-style-type: none"> Plan for the future and trust that decision will work out Sacrifice immediate satisfactions
	Future Fatalism	<ul style="list-style-type: none"> feel that decisions are moot because predetermined fate plays the guiding role in life: “What will be, will be.”

Time Perspective

	Mean of 2013-14 Batch of Students	Ideal Time Perspective
Past Negative	3.28	2.10
Past Positive	3.60	3.67
Present Hedonistic	3.42	4.33
Present Impulsivity	3.08	4.33
Future Autonomy	3.19	3.69
Future Fatalism	3.16	1.67

Correlation between Time Perspectives (TP) & Anxiety (SCARED), Depression (BDI)

	SCARED Total	GAD	Panic Attack	Separation Anxiety	Social Anxiety	School Anxiety	BDI Total
	Beta Value						
Past Negative	.29***	.33***	.22***	.19***	.17***	.17***	.25***
Past Positive	-0.02	-0.02	-.05***	.06**	0.004	-.07***	-.09***
Future Autonomy	-.09***	-.08***	-.03**	-.06***	-.13***	-.08***	-.13***
Future Fatalism	-.03*	-.06***	0.01	-.04**	-0.002	.03*	.06***
Present Hedonism	-.14***	-.12***	-.12***	-.11***	-.12***	-.07***	-.09***
Present Impulsivity	0.004	-0.01	.04**	-0.004	-0.03	0	0.01

Findings 5

Peer Rejection

The Social Peer Rejection Measure,
Lev-Wiesel et al., 2006



Top 5 Most Commonly-Seen Situations in Peer Rejection

Males		Females	
2014-2015	2015-2016	2014-2015	2015-2016
1. I was called names	1. I was sworn at by friends	1. I was called names	1. I was called names
2. I was sworn at by friends	2. I was called names	2. I was sworn at by friends	2. I was sworn at by friends
3. I was insulted by rude body gestures	3. I was insulted by rude body gestures	3. I was mocked and teased by friends	3. My classmates do not feel my presence
4. I was mocked and teased by friends	4. I was mocked and teased by friends	4. My classmates do not feel my presence	4. I feel that I do not fit in among my classmates
5. No one invites me during group activities or group work	5. No one invites me during group activities or group work	5. No one invites me during group activities or group work	5. No one invites me during group activities or group work

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Peer Rejection – Results

	% of Students who experienced Peer Rejection “Often” & “All the time”					
	S1	S2	S3	S4	S5	S6
2015-16	4.96%	4.51%	5.65%	5.00%	6.18%	5.15%
2014-15	5.81%	6.78%	5.03%	5.01%	5.69%	5.47%

	% of Students who experienced Peer Rejection “Often” & “All the time”	
	Males	Females
2015-16	7.13%	3.32%
2014-15	8.00%	3.60%

Peer Rejection \Leftrightarrow Depression & Anxiety

- Situation of peer rejection is not very common, yet once happened, it has a serious impact on depression ($r = .48^{**}$) and anxiety ($r = .41^{**}$)



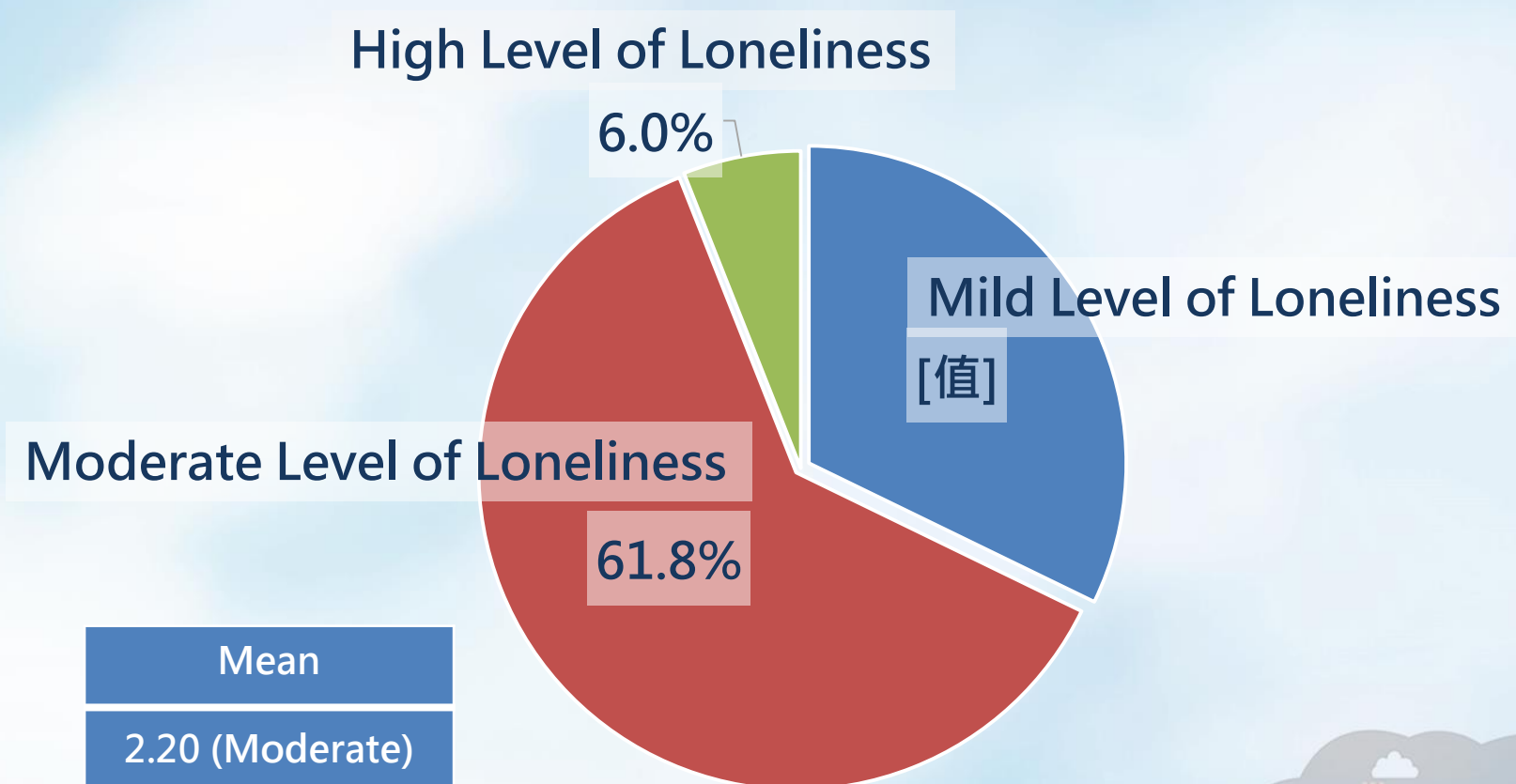
Findings 6

Loneliness

UCLA Loneliness Scale Version 3



2017 Distribution of Loneliness Severity



- High Correlation ($r = .577^*$) between Severity of Loneliness \Leftrightarrow Suicidal Ideation (QIDS #12)

Intervention Strategies



I M HAPPY Project

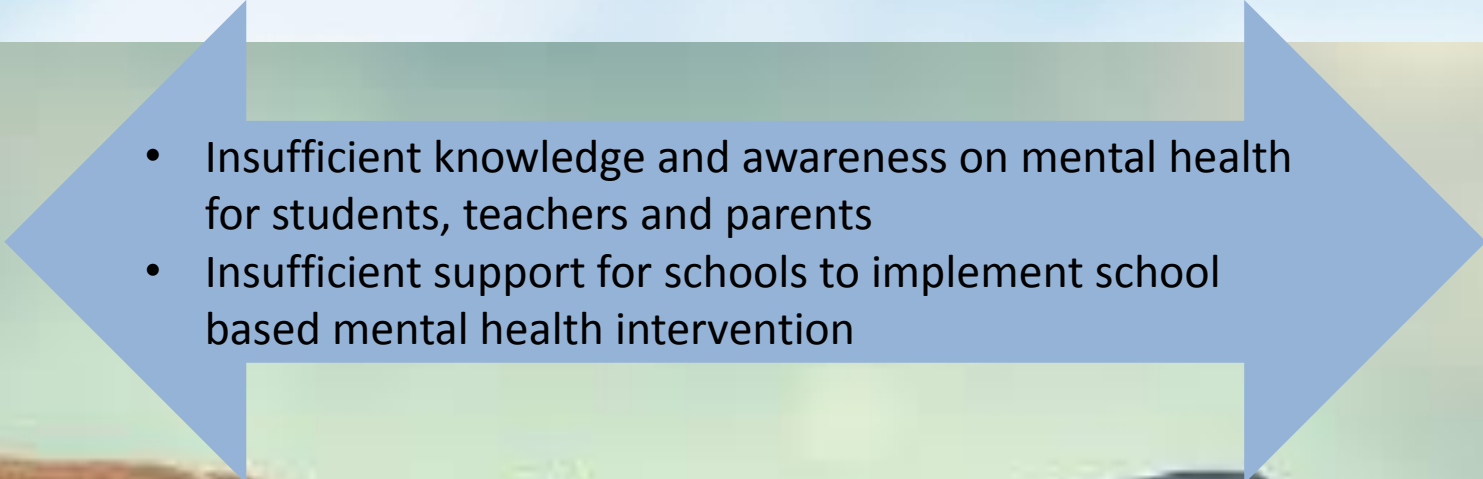
Intervention of **M**ental **H**ealth **A**wareness
Psychologically **P**rone **Y**outh

Participated Schools:

- 10 core schools (Intensive support from universal level to indicated level)
- 15 associated schools (Selective services based on report/ enquiry)



Current Service Gap

- 
- Insufficient knowledge and awareness on mental health for students, teachers and parents
 - Insufficient support for schools to implement school based mental health intervention

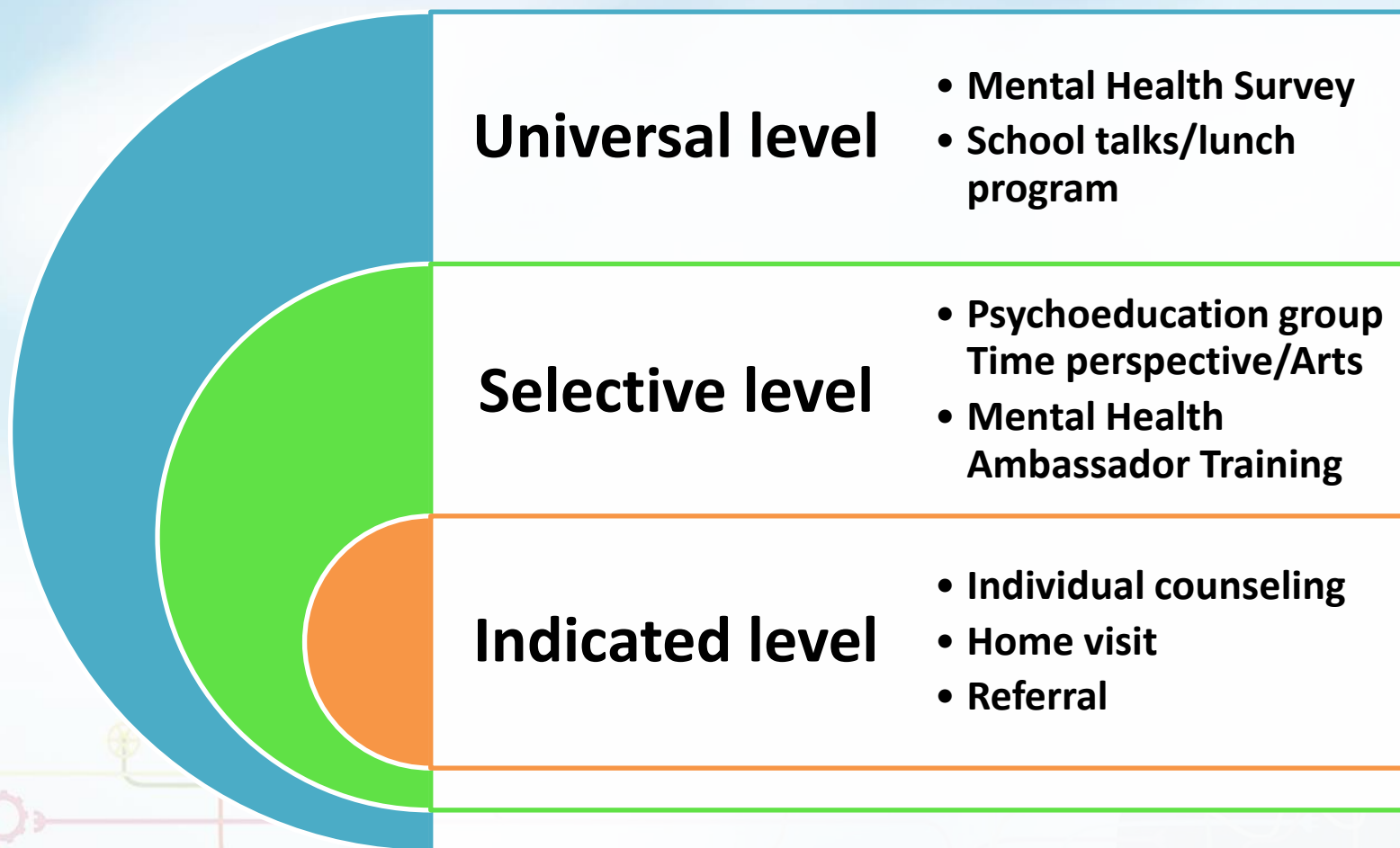


Framework

- Three Tiers Service Model
- Tackle risk factors, Enhance protective factors



Framework



Objectives



To conduct mental health survey for advocate the importance of mental health in schools

To screen out the students with potential risks in emotional distress for providing early intervention

To enhance protective factors on students for facilitate the personnel to tackle mental health problems

To develop evidence based intervention



Key Components



Key Services



**Mental health
survey**
**Psycho Education
Talk/ Seminar**



**Mental Health
Ambassador
Training/ Lunch
program**



**Psycho Education
group/Arts
workshop**



**Individual
counselling/
home visit/
referral/mental
state assessment**



Selective Level: Psycho Education Course



Time Perspective & Psychoeducation

Framework: Time Perspectives (past, present, future)

Means: Art facilitation (visual art, sculpture)

Objectives:

- Understand their own time perspective
- Understand how imbalance psychological time **perspective** affecting his/her emotions.
- Develop a balanced psychological time perspective
- Equip the participants with emotion management skills



Time Perspective & Psychoeducation

- Time Perspective questionnaires (ZTPI)
- Results:
 - Scores on **Past Negative** ($p < .001$), and **Future Fatalism** ($p < .001$) have significantly decreased, and are relatively closer to the ideal time perspectives



Example

- Band 1 school (Kowloon East)
- Whole form of F.3 (Selected by Survey)
- Time perspectives psycho education (4 sessions)
- Stressors: Academic (e.g. Private tutorial class) ; adaptation (e.g. new immigrant)
- Too strong on Future Fatalism e.g. Future path/ Parents' expectation
- Too weak on Present Hedonistic
- Shift the time perspective on Positive Past & boost up Present Hedonistic



Challenges

- Rely on time limited project funding
- Develop the capability of the social workers for youth mental health
- Difficulties to embody mental health education in curriculum & time table.



Thank you for listening

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