Experimental mental health understanding program for high school students

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Abstract Mental health literacy among youth is crucial for the early detection and intervention in mental health disorders. Despite growing awareness, many young individuals lack the knowledge to recognize and respond to mental health concerns effectively. Educational interventions, such as targeted practice sessions, offer promise in addressing this gap. This study investigates the effectiveness of targeted practice sessions in enhancing students’ ability to identify mental disorders. Situational questions were employed to assess participants’ comprehension of various psychological disorders, including depression, post-traumatic stress, stress, and social phobia. A total of 80 high school students from Hoang Hoa 2 High School, Thanh Hoa, Vietnam, participated, with 40 assigned to the control group and 40 to the experimental group. The Paired-Samples T-test was used for data analysis, with a significance level of $p < 0.05$. Results revealed significant improvements in recognition abilities among students in the experimental group, highlighting the efficacy of targeted interventions in promoting mental health literacy. The study underscores the importance of addressing mental health literacy within educational settings and contributes valuable insights into evidence-based strategies for enhancing students’ understanding of psychological disorders. Targeted practice sessions represent a promising approach to promoting mental health awareness and support among youth, with implications for improving mental health outcomes and reducing stigma surrounding mental illness.

Keywords: mental health literacy, educational interventions, youth mental health, psychological disorders, experimental

1. Introduction

High school Vietnamese students who experience heightened levels of peer pressure are more at risk for educational stress and are more likely to seek professional psychological help (Nguyen-Thi et al., 2024). As the country transitions towards a more industrialized economy, there has been a corresponding increase in the prevalence of mental health issues among its population, including youth. Factors such as academic pressure, socioeconomic disparities, and societal expectations have contributed to the rising incidence of mental health disorders among Vietnamese youth. Despite efforts to raise awareness and reduce stigma surrounding mental illness, access to mental health services remains limited, particularly in rural and remote areas. Additionally, cultural beliefs and traditional attitudes towards mental health often hinder individuals from seeking help or discussing their struggles openly. Against this backdrop, there is a growing recognition of the need to prioritize mental health education and intervention initiatives, particularly within educational settings, to equip youth with the knowledge and skills to recognize and address mental health challenges effectively. By addressing these issues, Vietnam can work towards building a more inclusive and supportive environment for individuals struggling with mental health issues, ultimately promoting the well-being of its youth and society as a whole.

Mental health literacy is foundational to the well-being of youth, encompassing not only the capacity to recognize mental health disorders but also to manage and prevent them (Fusar-Poli et al., 2021; Hatcher, 2018; Wei et al., 2013). By increasing mental health literacy among youth, we can empower them to seek help when needed and reduce the stigma surrounding mental health issues. This can ultimately lead to improved overall mental health outcomes and quality of life for young people. Despite increasing awareness of mental health’s significance, a troubling trend persists: many young individuals lack the necessary knowledge and understanding to navigate mental health issues effectively (MacDonald et al., 2021; Rickwood et al., 2005; Sit et al., 2024). Improving mental health literacy among youth is crucial in order to promote early intervention and reduce the stigma surrounding mental health. By equipping young individuals with the necessary skills and knowledge, we can empower them to seek help when needed and ultimately improve their overall well-being. This knowledge gap often leads to delays in seeking help and accessing appropriate support services, compounding the challenges faced by youth grappling with mental health concerns. In response to this urgent need, educational interventions targeting mental
health literacy have emerged as a promising avenue for intervention (Fusar-Poli et al., 2021; Ng & Weisz, 2016; Torous et al., 2021). By equipping students with the tools and knowledge necessary to recognize and respond to mental health challenges, these interventions have the potential to empower youth to navigate their mental well-being more effectively and seek assistance when needed. Furthermore, increasing mental health literacy can also help reduce stigma surrounding mental health issues, creating a more supportive and understanding environment for those struggling (Corrigan et al., 2014; Miller et al., 2024; Russell et al., 2023).

However, much of the existing research in this field tends to emphasize broad educational initiatives rather than targeted interventions that specifically hone in on the identification of mental disorders. Targeted practice sessions represent a novel approach that offers a unique opportunity to actively engage students in hands-on learning experiences focused on recognizing the signs and symptoms of mental health disorders. Previous studies have demonstrated the effectiveness of such interventions in improving mental health literacy and recognition skills across various populations (Ganasen et al., 2008; Jorm, 2012; Morgado et al., 2022). Further research is needed to explore the long-term impact of targeted practice sessions on mental health literacy and whether these skills translate into real-world situations. Additionally, future studies could investigate the potential benefits of incorporating targeted interventions into broader educational initiatives for a more comprehensive approach to mental health education (Greenberg et al., 2017; Sánchez-Carracedo et al., 2012). By immersing students in scenarios that simulate real-life situations and providing them with structured guidance and feedback, targeted practice sessions hold the potential to significantly enhance their ability to recognize and respond to mental health challenges in authentic contexts. These sessions serve as invaluable platforms for students to develop and refine their skills in identifying mental health concerns, thereby bolstering their overall mental health literacy and preparedness to address such issues in their everyday lives. Additionally, targeted practice sessions can help students build confidence in their ability to support others who may be struggling with mental health issues. By actively engaging in these scenarios, students can cultivate empathy and develop effective communication skills that are essential for providing appropriate assistance to those in need (Kennedy, 2007).

Moreover, the endeavor to address mental health literacy within educational settings aligns seamlessly with broader public health initiatives aimed at promoting mental health and well-being among youth (De Montigny, 2019; McGorry et al., 2022; Sadler, 2023). Recognizing the pivotal role of early detection and intervention, educational interventions targeting mental health literacy can serve as proactive measures to mitigate the adverse effects of mental health disorders and alleviate the associated burden on individuals and society at large (McGorry et al., 2019). By equipping students with the knowledge and skills to recognize mental health concerns early on, these interventions play a crucial role in facilitating timely access to support services and fostering better mental health outcomes. By empowering students to identify and address mental health challenges proactively, educational interventions not only contribute to individual well-being but also hold the potential to positively impact broader societal health outcomes by reducing the prevalence and severity of mental health issues among youth populations (Saxena et al., 2006; Shoshani & Steinmetz, 2014). Furthermore, early intervention in mental health can lead to improved academic performance and overall success in school. By promoting a culture of mental health awareness and support within educational settings, these interventions can help create a more inclusive and supportive environment for all students.

Additionally, addressing mental health literacy within educational settings can lead to more inclusive and supportive environments where students feel empowered to seek help and support for their mental health needs. By incorporating mental health education into school curriculums, students can develop a better understanding of common mental health conditions and learn how to effectively support themselves and others. This can ultimately contribute to reducing stigma surrounding mental health and promoting overall well-being among students. By promoting open discussions about mental health and providing students with the necessary knowledge and resources, educational interventions contribute to reducing stigma surrounding mental illness and promote a culture of understanding and empathy (Chen et al., 2016; Dalky, 2012; Schachter et al., 2008). This shift towards a more compassionate and supportive approach to mental health can have far-reaching effects, not only benefiting individual students but also fostering healthier and more resilient communities. Therefore, investing in mental health literacy within educational settings is not only essential for individual well-being but also represents a critical step towards building a more inclusive and compassionate society (Gray et al., 2017; Reicher, 2010). Furthermore, it can help reduce stigma and discrimination surrounding mental health issues. By educating students and staff on mental health, schools can create a more supportive environment where individuals feel comfortable seeking help and support. This can ultimately lead to improved overall well-being and academic success for everyone involved.

Despite the promising potential of targeted practice sessions in enhancing mental health literacy, there exists a critical need for empirical research to rigorously evaluate their effectiveness and fully explore their impact on students’ recognition abilities. Furthermore, examining the long-term effects of these practice sessions on students’ attitudes towards seeking help and reducing stigma surrounding mental health issues is essential for determining their overall efficacy. This research could provide valuable insights for educators and policymakers looking to implement evidence-based interventions in schools to improve mental health literacy among students. While anecdotal evidence suggests the value of such interventions, empirical validation is necessary to substantiate their efficacy and inform evidence-based practices in mental health education. This study aims to bridge this gap by conducting a systematic investigation into the effects of targeted practice sessions on students’

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ability to identify various mental disorders. By employing a pre- and post-intervention design and meticulously examining changes in recognition skills before and after participating in practice sessions, this study endeavors to provide robust insights into the effectiveness of targeted interventions in promoting mental health literacy among youth. This research will contribute valuable data to the field by offering concrete evidence on the impact of targeted practice sessions on mental health education. Ultimately, the findings from this study can inform the development of more effective educational programs aimed at improving mental health literacy among students. Through methodical examination and analysis, this research seeks to contribute to the growing body of knowledge surrounding effective strategies for enhancing mental health literacy and support the development of evidence-based interventions tailored to meet the unique needs of students within educational settings. The ultimate goal is to improve overall mental health outcomes and well-being for students.

2. Methods

2.1. Participants

The participants in this study were 80 high school students selected from Hoang Hoa 2 high school in Thanh Hoa, Vietnam. They were divided into two groups: a control group and an experimental group, each comprising 40 students. The control group did not receive any intervention, while the experimental group participated in targeted practice sessions aimed at enhancing their ability to identify mental disorders, as show in Table 1.

In the control group, there were 28 male students (70.0%) and 12 female students (30.0%). Similarly, the experimental group consisted of 20 male students (50.0%) and 20 female students (50.0%). The gender distribution was balanced within each group to ensure representativeness and minimize potential biases associated with gender differences in mental health literacy.

The selection of participants from Hoang Hoa 2 high school was necessitated by the shift to online learning in Da Nang, where the study was initially planned. Due to the COVID-19 pandemic’s impact and the subsequent reduction in program load, the experiment could not be conducted in Da Nang as originally intended. Following approval from relevant authorities, Hoang Hoa 2 High School was chosen as the new experimental site, allowing for the successful implementation of the study.

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<thead>
<tr>
<th>Table 1 Overview of participants.</th>
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<td></td>
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<tr>
<td>Male</td>
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<tr>
<td>N</td>
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<td>%</td>
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</table>

2.2. Measurements

The survey administered to participants consisted of five situational questions, each presenting a distinct scenario illustrating symptoms indicative of various psychological disorders. For example, one scenario described a 17-year-old girl’s reluctance to leave the house and refusal to ride a motorbike following a severe accident, coupled with crying spells and sleep disturbances suggestive of post-traumatic stress disorder. Another scenario depicted a 10th-grade female student’s persistent fear of public situations and resultant social isolation characteristic of social phobia. Participants were tasked with identifying the specific problem faced by the individual in each scenario, requiring them to apply their knowledge of psychological disorders to real-life situations.

The design of the situational questions allowed for a comprehensive assessment of participants’ mental health literacy, encompassing recognition of symptoms across different disorders and the ability to differentiate between them. By analyzing participants’ responses, researchers could discern the extent to which the educational intervention influenced their understanding of mental health issues and their capacity to identify relevant symptoms accurately.

Furthermore, the situational questions were carefully crafted to reflect realistic scenarios encountered by individuals experiencing psychological distress, enhancing the ecological validity of the assessment. This approach enabled researchers to evaluate participants’ readiness to recognize and respond to mental health challenges in everyday life contexts, thereby providing valuable insights into the practical implications of their mental health literacy.

The utilization of situational questions as a measurement tool offered a nuanced and contextually grounded assessment of participants’ mental health literacy, shedding light on the effectiveness of the educational intervention in enhancing their recognition skills and understanding of psychological disorders.

2.3. Procedures

The procedures for this study involved several sequential steps aimed at ensuring the integrity and accuracy of data collection. Firstly, researchers visited Hoang Hoa 2 High School and distributed questionnaires and tests to students in both the control and experimental groups. Clear instructions were provided to the control group students on how to complete the questionnaires and tests, while for the experimental group, the survey was conducted just before the lesson began to ensure
uniformity in timing between the two groups. Subsequently, students in both groups independently answered the questionnaire, refraining from exchanging opinions with their peers to prevent bias. Throughout the process, testers were present to assist students in clarifying any uncertainties before providing their responses, ensuring consistency and accuracy in data collection. It was imperative for all students to ensure completeness in their answers; any forms lacking information were promptly returned for supplementation. In instances where multiple responses were missing, the vote was deemed invalid and excluded from subsequent data processing to maintain data integrity. These meticulously implemented procedures aimed to uphold the integrity and accuracy of data collection, facilitating robust analysis and interpretation of the results.

2.4. Data Analysis

The data analysis for this study employed the Paired-Samples T-test to compare the change in the level of knowledge about mental health among students before and after participating in the program on understanding mental health. This statistical test is well-suited for analyzing paired data, such as pre- and post-intervention measurements within the same group. To determine statistical significance, the comparison of average values between variables was conducted considering a significance level of less than 5% (p < 0.05). This threshold ensures that any observed differences are unlikely to occur due to random chance, thus allowing for confident interpretation of the results. By utilizing the Paired-Samples T-test and adhering to the predetermined significance level, this study was able to rigorously assess the effectiveness of the program in enhancing students’ knowledge about mental health. Statistical significance at the 5% level indicates that any observed changes in knowledge levels are unlikely to occur by mere chance, providing robust evidence to support the efficacy of the intervention.

3. Results

The table 2 presents the ability of participants to identify various mental disorders among students across two groups: a control group and an experimental group, before and after practice. The disorders examined include depression, post-traumatic stress disorder (PTSD), stress, and social phobia.

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<thead>
<tr>
<th>Disorder</th>
<th>Control Group</th>
<th>Experimental Group</th>
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<tbody>
<tr>
<td></td>
<td>Pre-practice</td>
<td>Post-practice</td>
</tr>
<tr>
<td>Depression</td>
<td>N  %</td>
<td>N  %</td>
</tr>
<tr>
<td>Post-Traumatic Stress Disorder (PTSD)</td>
<td>17 42.5</td>
<td>18 45.5</td>
</tr>
<tr>
<td>Stress</td>
<td>2 5.0</td>
<td>3 7.5</td>
</tr>
<tr>
<td>Social phobia</td>
<td>11 27.5</td>
<td>10 25.0</td>
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Before practice, in the control group, 42.5% of participants could identify depression, while this increased slightly to 45.5% after practice. In contrast, the experimental group showed a significant improvement, with 50.0% before practice and a substantial increase to 82.5% after practice. This suggests that the practice intervention had a notable impact on participants' ability to identify depression, particularly in the experimental group. Regarding PTSD, only a small percentage of participants in both groups could identify it before practice (5.0% in the control group and 7.5% in the experimental group). However, after practice, there was a remarkable improvement in the experimental group, with 40.0% of participants correctly identifying PTSD compared to only 7.5% in the control group. Similarly, for stress, there was a notable improvement in both groups after practice. In the control group, the percentage increased from 42.5% to 52.5%, while in the experimental group, it rose from 45.0% to 82.5%. This indicates that the practice intervention significantly enhanced participants' ability to identify stress, especially in the experimental group. Lastly, in terms of social phobia, there was a slight decrease in the control group (from 27.5% to 25.0%) and a marginal increase in the experimental group (from 30.0% to 70.0%). Again, this underscores the effectiveness of the practice intervention, particularly in improving the identification of social phobia among students. The results suggest that the practice intervention had a substantial positive impact on participants' ability to identify various mental disorders, with the experimental group demonstrating notably greater improvement compared to the control group across all disorders examined.

Table 3 illustrates the nuanced differences in the ability to identify mental disorders among students within the control and experimental groups before and after engaging in practice sessions. The data is presented in terms of mean scores (M) and standard deviations (SD) for each group and time point, with accompanying p-values indicating the statistical significance of observed changes.

Before practice, both the control and experimental groups displayed comparable levels of proficiency in identifying mental disorders. Across depression, PTSD, stress, and social phobia, there were no discernible disparities between the groups, as evidenced by the non-significant p-values. Following the practice sessions, however, notable discrepancies emerged between the two groups. While the control group exhibited only marginal improvements in their ability to recognize mental disorders, the experimental group demonstrated significant advancements across all categories. The p-values of 0.00 for
depression, PTSD, stress, and social phobia underscored the statistical significance of these improvements in the experimental group relative to the control group. Delving into the specifics, the experimental group showcased substantial enhancements in their capacity to identify mental disorders post-practice. For instance, the mean score for identifying depression surged from 0.50 to 0.82, a marked improvement compared to the control group’s modest increase from 0.42 to 0.45. Similarly, significant improvements were observed in the experimental group’s ability to identify PTSD, stress, and social phobia, with mean scores soaring from 0.07 to 0.40, 0.45 to 0.80, and 0.30 to 0.70, respectively. In contrast, the control group exhibited minimal progress in these areas, with negligible changes in mean scores and no statistically significant shifts.

These findings underscore the effectiveness of the practice intervention in bolstering students’ proficiency in recognizing mental disorders, particularly within the experimental group. The stark disparities between the groups post-practice highlight the substantial impact of the intervention on enhancing mental health awareness and identification skills among students.

<table>
<thead>
<tr>
<th>Table 3 Differences in the ability to identify mental disorders of students in the control group and the experimental group.</th>
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<tbody>
<tr>
<td>Control Group</td>
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<tr>
<td>----------------</td>
</tr>
<tr>
<td>Pre-practice</td>
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<tr>
<td>(M±SD)</td>
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<tr>
<td>Depression</td>
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<tr>
<td>Post-Traumatic Stress Disorder (PTSD)</td>
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<td>Stress</td>
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<td>Social Phobia</td>
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4. Discussion

The findings of this study underscore the potential of targeted practice sessions to significantly enhance students’ ability to identify various mental disorders. By equipping students with the knowledge and skills necessary to recognize signs of distress, educational interventions can play a crucial role in promoting mental health literacy and fostering proactive approaches to mental well-being within educational settings. The significant improvements observed in the experimental group post-practice highlight the efficacy of such interventions in bridging gaps in mental health literacy among youth. Moreover, the differential impact of the intervention between the control and experimental groups emphasizes the importance of structured educational approaches tailored to mental health education. These findings have implications for educators, policymakers, and mental health practitioners seeking to implement effective strategies to enhance mental health awareness and support within school communities. Further research is warranted to explore the long-term effects of such interventions and to develop strategies for integrating mental health education seamlessly into school curricula.

The findings of this study suggest that targeted practice sessions can significantly enhance students’ ability to identify various mental disorders, marking a pivotal step towards bolstering mental health literacy among youth. The substantial improvements observed in the experimental group underscore the efficacy of such interventions in fostering a proactive approach to mental well-being within educational settings. These results resonate with prior research emphasizing the transformative impact of educational interventions on enhancing mental health awareness and recognition skills among students (Clark et al., 2013; Stephan et al., 2007; Wiedermann et al., 2023). By equipping students with the knowledge and skills to identify mental disorders, educators can play a crucial role in early detection and intervention, potentially mitigating the burden of mental illness among young populations (Jorm, 2012; Patel et al., 2007; Rothi et al., 2008). This highlights the imperative for educational institutions to prioritize mental health education as an integral component of their curricula, thereby empowering students to navigate mental health challenges with resilience and understanding.

Moreover, the significant disparities between the control and experimental groups post-practice underscore the differential impact of the intervention, shedding light on the transformative potential of tailored educational approaches. While both groups initially demonstrated comparable levels of proficiency, the experimental group exhibited substantial improvements, while the control group showed minimal progress. This disparity suggests that structured practice sessions, specifically tailored to mental health education, can effectively enhance students’ recognition abilities beyond the scope of traditional educational methods (Backer et al., 1986; Mattie et al., 2020). By providing students with targeted opportunities to engage with and apply mental health knowledge in practice scenarios, such interventions may empower them to recognize signs of distress not only in themselves but also in their peers. This, in turn, fosters a supportive and proactive approach to mental health within educational settings, cultivating a culture of empathy, understanding, and mutual support among students.

Furthermore, the findings underscore the importance of addressing specific mental disorders comprehensively within educational interventions. While all disorders showed significant improvements in the experimental group, the extent of enhancement varied across different conditions. Particularly noteworthy were the substantial improvements observed in the

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experimental group’s ability to identify depression and PTSD, suggesting the efficacy of the intervention in targeting these conditions specifically (Moradi et al., 2014; Silverman et al., 2008; Wagner et al., 2012). Tailoring educational content to address the nuances of various mental disorders may optimize intervention outcomes and better equip students to recognize and respond to diverse mental health challenges they may encounter (Kazdin & Rabbit, 2013; Koller & Bertel, 2006; Purcell et al., 2019). By providing students with a nuanced understanding of different disorders and their associated symptoms, educational interventions can empower them to develop more robust recognition skills and foster a more inclusive and informed approach to mental health support within educational settings. This underscores the need for comprehensive and tailored mental health education programs that address the multifaceted nature of mental illness and equip students with the tools and knowledge necessary for effective recognition and support.

Additionally, the significant improvements observed in the experimental group post-practice underscore the profound potential of educational interventions to bridge critical gaps in mental health literacy among students. Research consistently indicates that inadequate mental health literacy is a pervasive issue among youth, often resulting in delays in seeking help and accessing appropriate support services (Heflinger & Hinshaw, 2010; Rice et al., 2018; Westberg et al., 2022). By bolstering students’ ability to identify mental disorders, educational interventions can serve as a powerful tool in empowering them to seek timely assistance and support, thereby promoting better mental health outcomes and reducing stigma surrounding mental illness (Grant et al., 2018; Maranzan, 2016; McGorry et al., 2019). By equipping students with the knowledge and skills to recognize signs of distress and understand the importance of seeking help, educational interventions can serve as a vital catalyst in breaking down barriers to mental health care access. Moreover, enhancing mental health literacy among students fosters a culture of understanding and empathy, thereby fostering a supportive environment where individuals feel comfortable discussing their mental health concerns openly. This not only promotes early intervention and treatment but also contributes to the overall well-being and resilience of the student population.

The findings of this study carry significant implications for various stakeholders involved in promoting mental health awareness and support within educational settings. First and foremost, educators and school administrators should recognize the transformative potential of targeted practice sessions in enhancing students’ ability to identify mental disorders. By incorporating structured mental health education into curricula and providing opportunities for hands-on practice, schools can empower students with the knowledge and skills necessary to recognize signs of distress and seek appropriate support. Additionally, policymakers and mental health practitioners should prioritize the development and implementation of evidence-based educational interventions that address specific mental disorders comprehensively. By tailoring educational content to the nuances of different conditions and fostering a more nuanced understanding of mental health challenges, interventions can optimize outcomes and better prepare students to recognize and respond to diverse mental health concerns. Furthermore, the significant improvements observed in the experimental group post-practice underscore the potential of educational interventions to bridge critical gaps in mental health literacy among students. By equipping students with the tools and knowledge to identify mental disorders, interventions can empower them to seek timely assistance and support, ultimately promoting better mental health outcomes and reducing stigma surrounding mental illness. Moreover, addressing mental health literacy within educational settings can have broader societal implications, extending beyond individual students to encompass entire school communities. By fostering a culture of understanding, empathy, and support, interventions can contribute to the creation of more inclusive and resilient school environments where mental health is prioritized as an integral component of overall well-being. The findings of this study highlight the importance of investing in evidence-based educational interventions that prioritize mental health literacy as a cornerstone of overall well-being and success for students. By leveraging the transformative potential of targeted practice sessions and tailored educational content, stakeholders can work together to promote a culture of mental health awareness and support within educational settings, ultimately improving outcomes for students and communities alike.

While this study provides valuable insights into the effectiveness of targeted practice sessions in enhancing students’ ability to identify mental disorders, several limitations should be considered when interpreting the findings. First, the study’s sample size and demographic characteristics may limit the generalizability of the results. The study may have focused on specific populations or educational settings, and findings may not be applicable to broader contexts without further validation. Second, the study’s reliance on self-report measures for assessing participants’ ability to identify mental disorders may introduce bias and inaccuracies. Self-report measures are subject to social desirability biases and may not accurately reflect participants’ true knowledge and skills in recognizing mental health concerns. Third, the study’s design may have lacked a control for potential confounding variables, such as prior exposure to mental health education or individual differences in learning styles. Without controlling for these factors, it is challenging to attribute improvements solely to the intervention, as other variables may have influenced outcomes. Fourth, the short-term nature of the study’s follow-up assessments may limit the assessment of long-term intervention effects. Mental health literacy is a complex construct that may develop gradually over time, and longer-term follow-up assessments would provide a more comprehensive understanding of intervention sustainability and lasting effects. Lastly, the study’s reliance on quantitative measures may have overlooked qualitative aspects of participants’ experiences and perceptions of the intervention. Qualitative data could provide valuable insights into participants’ attitudes, motivations, and barriers related to mental health literacy, enriching our understanding of intervention
mechanisms and effectiveness. While our study contributes valuable insights into the potential of targeted practice sessions to enhance mental health literacy among students, it is essential to consider these limitations when interpreting the findings and designing future research studies. Addressing these limitations through larger-scale, longitudinal studies with diverse samples and mixed-methods approaches could provide a more comprehensive understanding of the effectiveness and impact of educational interventions on mental health literacy in educational settings.

5. Conclusion

This study highlights the transformative potential of targeted practice sessions in enhancing students’ ability to identify mental disorders within educational settings. The significant improvements observed in the experimental group underscore the efficacy of such interventions in promoting mental health literacy among students. By equipping students with the knowledge and skills to recognize signs of distress and seek appropriate support, educational interventions can play a crucial role in early detection and intervention, potentially reducing the burden of mental illness among young populations. However, it is essential to acknowledge the study’s limitations, including sample size constraints and reliance on self-report measures. Moving forward, further research is warranted to validate these findings and explore long-term intervention effects, ultimately advancing our understanding of effective strategies to promote mental health awareness and support within educational settings.

Ethical considerations

The current study complied with the Declaration of Helsinki’s standards for human subjects’ research and the ethical principles of the American Psychological Association (APA) regarding research involving human participants.

Conflict of Interest

The authors declare no conflicts of interest.

Funding

This research did not receive any financial support.

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Sadler, D. (2023). *Teaching Mental Health in the Classroom: A Mixed-Methods Investigation of a Mental Health Literacy Program in Elementary Schools* [Master Thesis in Community Health Sciences, University of Calgary, Canada]. https://dx.doi.org/10.11575/PRISM/41540


