

PROLISMENTAL PSYCHOEDUCATIONAL INTERVENTION: DEVELOPING A COMPLEX INTERVENTION TO PROMOTE ADOLESCENT'S MENTAL HEALTH LITERACY

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Background

Several health policies aim to empower communities and individuals to achieve the highest standards of mental health and well-being. Mental health literacy (MHL) is a key strategy in promoting mental health, as it empowers communities to take action toward better mental health outcomes. The concept of MHL was first defined in the late 1990s as the knowledge and beliefs about mental disorders that aid in their recognition, management, and prevention (Jorm et al., 1997). In the 2000s, the components of literacy in this context were further clarified (Jorm, 2012). Psychoeducational interventions to promote adolescents' MHL regarding anxiety and to prevent pathological anxiety are critically needed. Mental health and psychiatric nurses (MHPN) can play a key role in multidisciplinary teams in delivering these interventions. In Portugal, the legal framework regulates the development of psychoeducational interventions by MHPN (Regulation no. 515/2018; Regulation no. 356/2015).

Aims

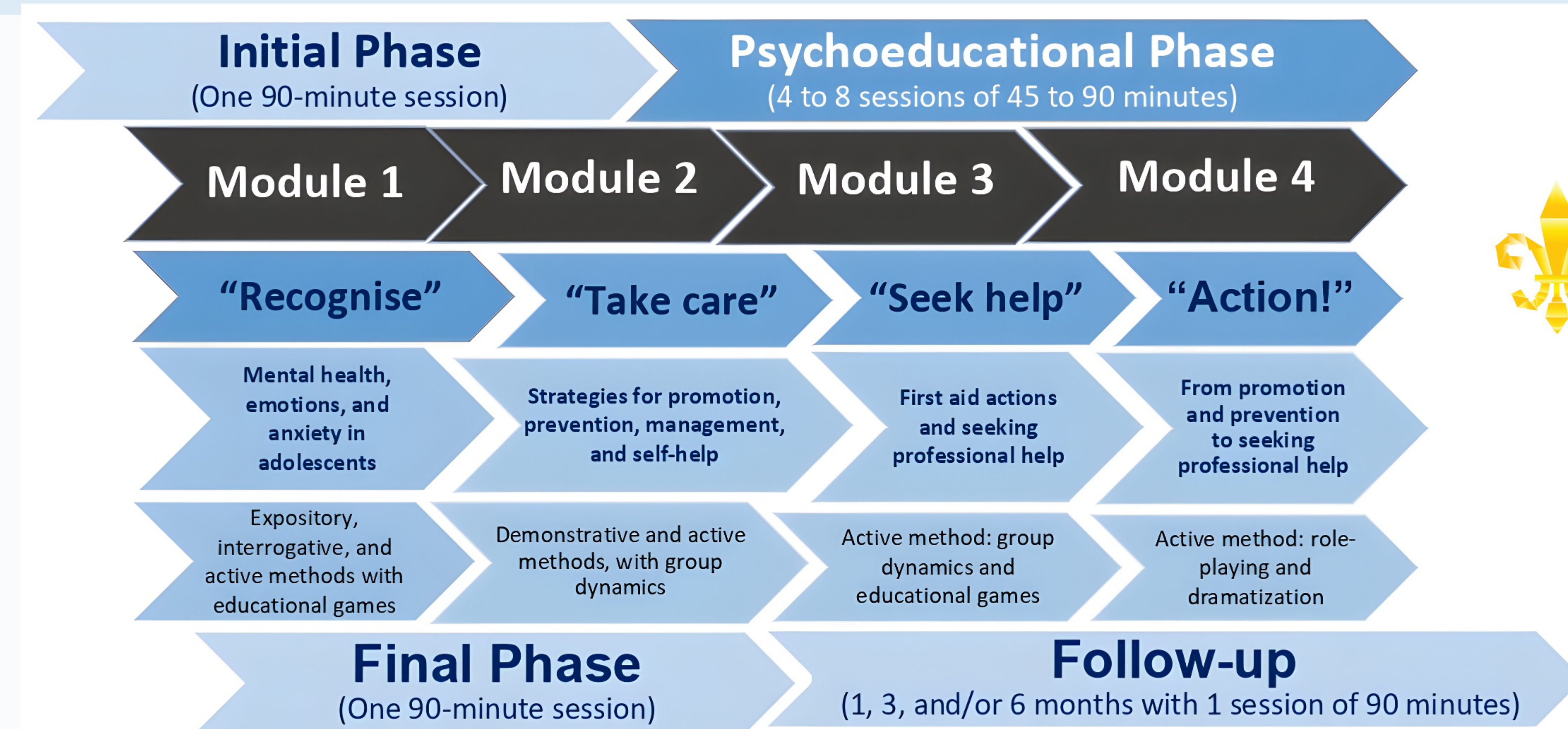
To develop and evaluate the feasibility of a psychoeducational intervention aimed at promoting mental health literacy about anxiety among adolescents within the school context.

Methods

A mixed-methods approach was used during the development and feasibility phases, guided by the United Kingdom Medical Research Council (MRC) framework (Skivington et al., 2024). This included: 1) a systematic literature review; 2) focus groups with health and education professionals, as well as adolescents; 3) an e-Delphi study with experts; 4) a feasibility study of the "ProLiSMental" intervention (Morgado et al., 2022); and 5) a pilot quasi-cluster randomized controlled trial, with pretest, posttest, and one-month follow-up (Morgado et al., 2021).

Results

The psychoeducational intervention "ProLiSMental" consisted of four modules using different pedagogical methods and techniques: 1) mental health concept and the recognition of anxiety signs and symptoms; 2) prevention and self-help strategies; 3) knowledge about first aid strategies; 4) formal and informal help, including mental professionals who can provide help.



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Discussion

This study demonstrated the feasibility of the "ProLiSMental" psychoeducational intervention to promote MHL about anxiety among adolescents within the school context. This intervention will enhance adolescents' MHL by enabling them to access, understand, and apply information about mental health, and by supporting them in the prevention, recognition, and/or management of anxiety. In the future, we intend to advance to the evaluation and implementation phases of complex interventions, as outlined in the United Kingdom MRC framework, and to highlight the impact of the ProLiSMental intervention developed by MHPN.

References

