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ABSTRACT

Background: Youth mental wellness in recent years has emerged as a public health priority in developed nations and suicide rates climb regardless of the innovative efforts.

Methods: This project used the evidence-based risk factors to narrow in on two specific factors: coping skills and impulsivity as a means of prevention.

Results: Students overwhelmingly approved of the curriculum and thought that it was useful. However, they remained conflicted on the role of social media and schools in mental health interventions. They mostly agreed that similar curriculums can help people with suicidal ideation and depressed individuals (63%, 63%)

BACKGROUND

- Estimated **1.2 million suicide** attempts in 2020 with 45,979 completed suicides in the US alone
- During the pandemic **rates of depression and suicidal ideation** among adolescents **increased by 24% and 16%** respectively
- The incidence of suicidal thoughts **among female** adolescents was **34% higher** than their male counterparts
- Studies associating the level of social skills and depressive/suicidal screening scores have shown that the development of coping is key to the mitigation of the risk factors that commonly contribute toward suicidality.
- Risk factor stratification of suicide rates displays the importance of certain socioeconomic factors in both attempts and completion of adolescent suicide.

OBJECTIVES

- Create a mental health curriculum based on up-to-date evidence and psychiatric developmental theory
- Gather data on satisfaction and mental health perspective
- Make recommendations on the future of mental health curriculums

METHODS

- Four interactive sessions were 45 minutes long and surveys were obtained after each session using a unique and anonymous identifier for matching.
- Surveys collected only subjective data with a survey.
- Mental health resources were prepared and presented to the students after each session

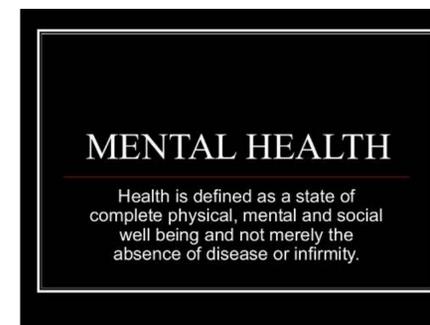
Curriculum Schedule

Session 1	Communication: The importance of language in mental health
Session 2	Coping Skills: Tools for the hardest moments
Session 3	The Reactive Mind: controlling impulses and problem-solving
Session 4	Mental Health Ally: Identifying the red flags of mental health



INTERACTIVE SMALL GROUPS

Focused on having students share their perspective rather than sitting through long lectures

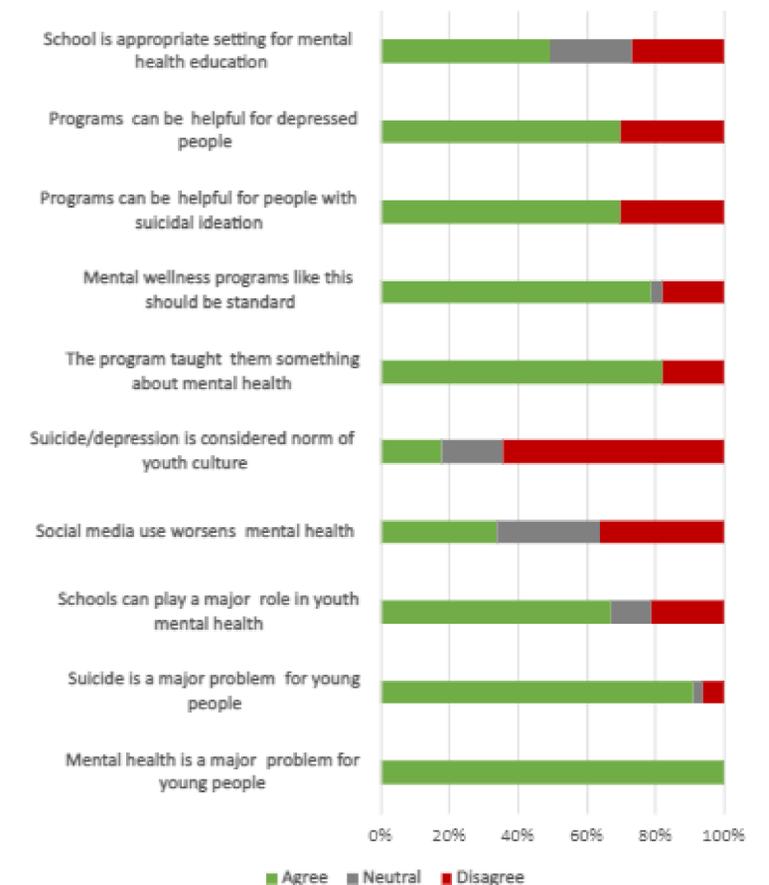


RESULTS

- **100%** agreed that mental health is a major problem for young people
- **82%** agreed that the program taught them something about mental health
- **79%** agree that mental wellness programs like this should be standard for youth
- **63%** agreed that programs like this can be helpful for people with suicidal ideation
- **63%** agreed that programs like this can be helpful for depressed people
- **50%** agreed that school is the most appropriate setting for mental health education
- **92%** agreed that suicide is a major problem for young people
- **67%** agreed that schools can play a major role in youth mental health
- **34%** agreed that social media use worsens mental health
- **18%** agreed that suicide/depression is considered normal part of youth culture

RESULTS

Post-event Survey (n=30)



CONCLUSIONS

- Students overwhelmingly agree more should be done for mental health but are conflicted on if schools should provide this
- The students believe that although mental health is a problem, it is not a norm of youth culture or explained by social media use
- A broad and comprehensive approach to suicidality could add this nuanced approach to this crisis