



# Do You M.I.N.D.?

## A school-based mental health literacy programme for youths

Funded by Tote Board

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# Presenters



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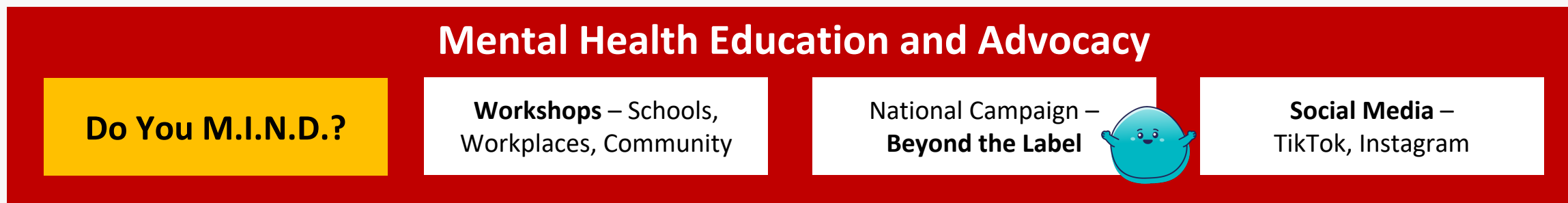
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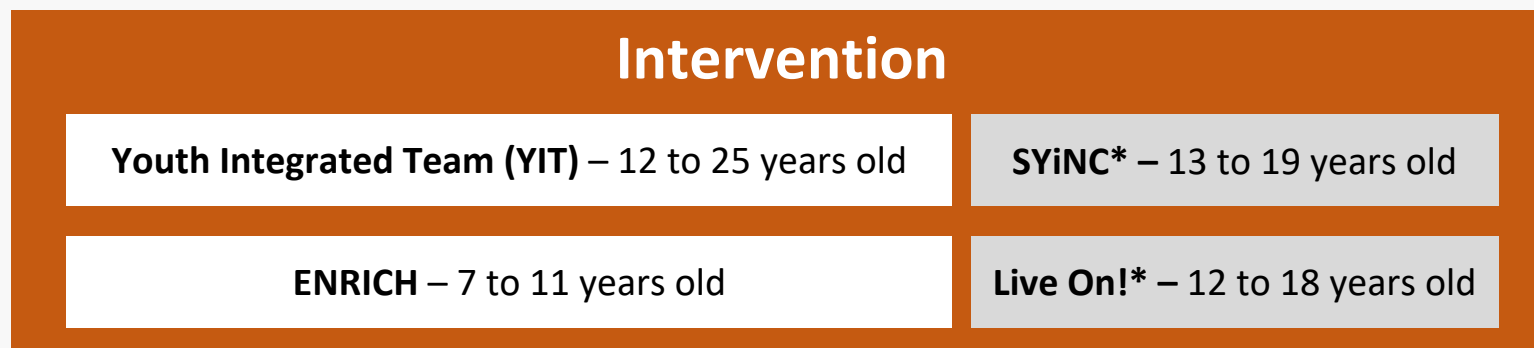
# Background and Context

# Youth Mental Health Landscape

Services by TOUCH Mental Wellness are aligned with the *Stepped Care Model* for Mental Health Services in Singapore:



## TOUCHline, Counselling Helpline



\*Require direct referral from IMH for clients in recovery

# Do You M.I.N.D.? Programme

**Targets secondary school students aged 13-17 in Singapore**

**M**oderate eating habits and strive towards balanced, healthy lifestyle

**I**nclude persons with mental health issues in social circles and build healthy relationships

**N**otice preliminary signs and symptoms of mental health issues in peers and loved ones

**D**efend themselves and their friends against self-harm, instead of glorifying it



## VR Experiences



### Depression

A first person 360° video of an individual experiencing some symptoms of depression.

**3 minutes**



### Anxiety

An animated 360° interactive video of an individual experiencing some symptoms of anxiety. Participants can make choices on behalf of the main character, for a unique storyline experience.

**7 minutes**



### Eating Disorder

An animated 360° video of the original story, A Taste of Rainbow, by Dr Tam Wai Jia. It describes how she developed an eating disorder when she was growing up.

**5 minutes**



### Self-Harm Behaviours

An animated 360° video explaining what self-harm is, and what the various signs to look out for are. Participants will also be guided through two grounding exercises that aims to improve one's mental wellbeing.

**6 minutes**

# Programme Evaluation: Implementation and Effectiveness

# Do You M.I.N.D.? Programme

## “Does it work?”



### Monitoring and evaluation of programme's effectiveness:



Knowledge of youth mental health issues and resources



Empathy towards persons with mental health issues



Willingness to apply healthy coping strategies, including seeking help

## “How?”



**Collaboration with IMH's Research Division to evaluate programme implementation**



# Research Collaboration with



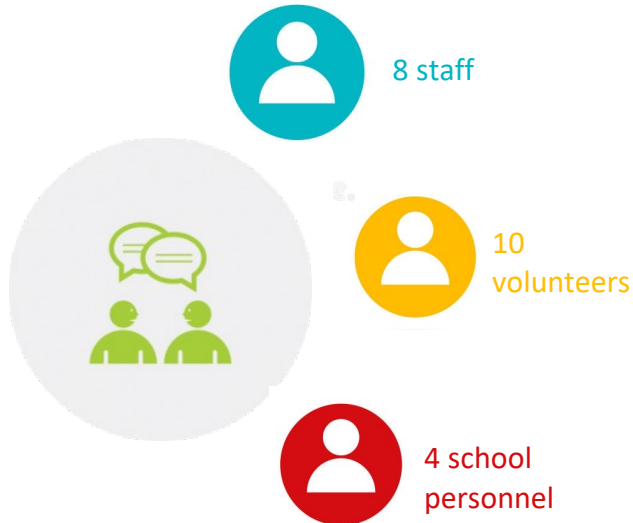
**AIM 1:**

Identify implementation barriers and facilitators to this novel school-based mental health literacy programme

**AIM 2:**

Evaluate the impact of the programme on students' mental health literacy and help-seeking attitudes

Semi-structured Interviews



Observations



3 on-site and 2 online observations

Pre-post Survey



Pretest



Posttest

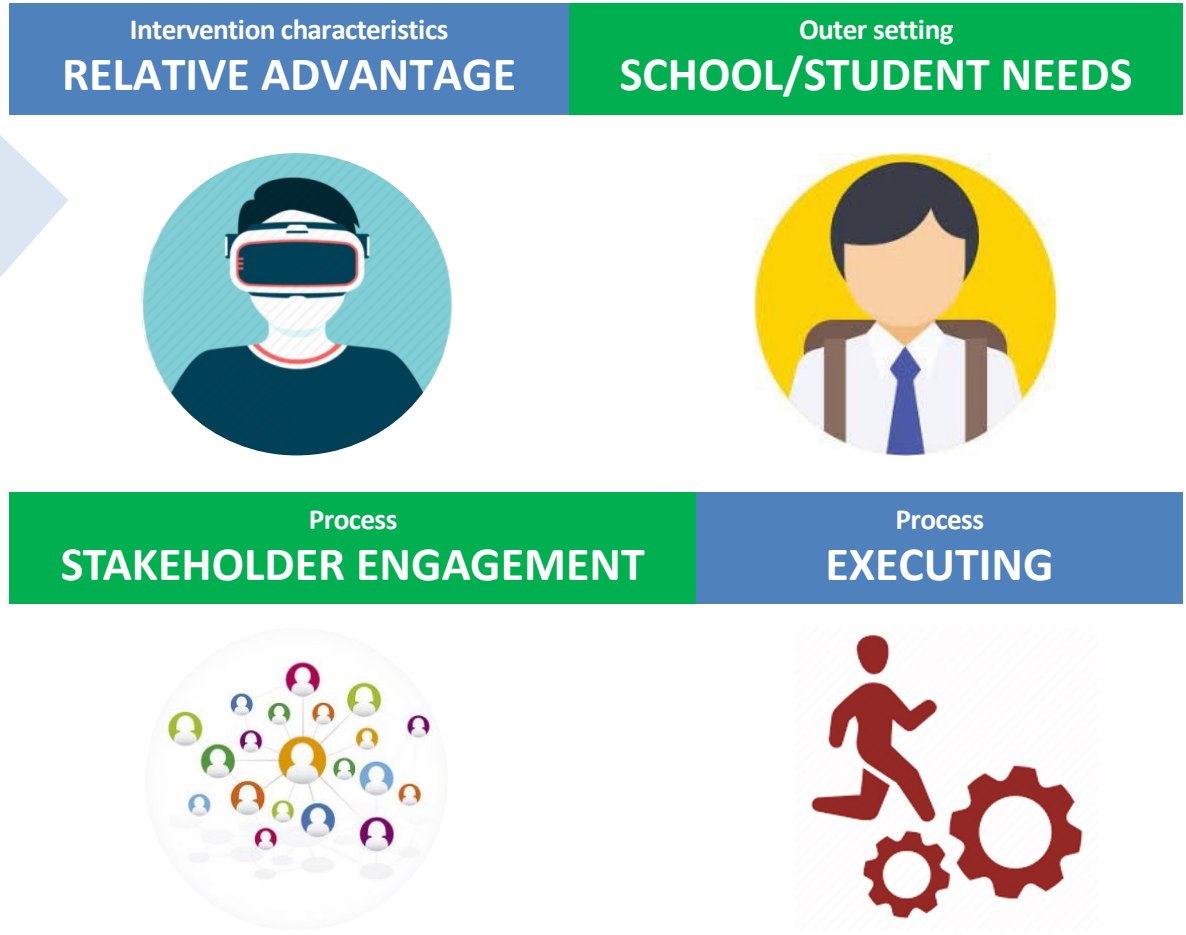
Research was guided by the Consolidated Framework for Implementation Research (CFIR).

# Research Collaboration with



“Our students are very energetic, so them moving around actually makes it interesting. Then every station has a different activity and using VR to introduce mental wellness I think might intrigue them and make them more engaged then they will listen more closely.

*School teacher/counsellor #4*



**Implementation Enablers**

# Research Collaboration with



## Implementation Enablers

“I wanted youths to be aware of the mental health issues, what were the symptoms, who they can seek help from and importantly knowing how to help their peers if they observe their friends having mental challenges. To know when to bring their friend to a teacher or school counsellor.”

*School teacher/counsellor #2*

# Research Collaboration with



## Implementation Enablers

“Like last year, **we have a lot of road shows** in different public events. Some of the **school teachers or school counsellor will participate in the event**. Some of the schools will **show interest** and then we will kind of **connect from there**. We will set up our booth and showcase our technology and VR.”

*TOUCH Staff #1*

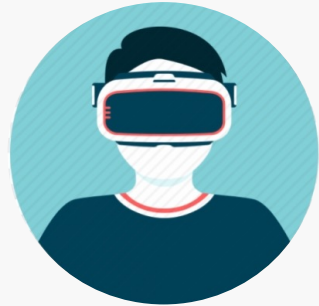
# Research Collaboration with



Intervention characteristics  
**RELATIVE ADVANTAGE**

Outer setting  
**SCHOOL/STUDENT NEEDS**

## Implementation Enablers



Process  
**STAKEHOLDER ENGAGEMENT**

Process  
**EXECUTING**



“We try our best to **uniform the content**. We don’t take a lot of liberty, we try to stick close to it. So any adjustments that we make, we **contextualise to the classroom, age group**. Maybe we’ll switch up the use of examples that are more relevant to us or maybe class-specific.”

*DYM Mentor #1*

# Research Collaboration with



“We have around 15 VR sets that we need to connect for every student and sometimes **they get disconnected** and the **other students get held back.**”

*Mentor #4*



“There is always a struggle whereby staff **cannot find manpower** or they cannot find **volunteers**”

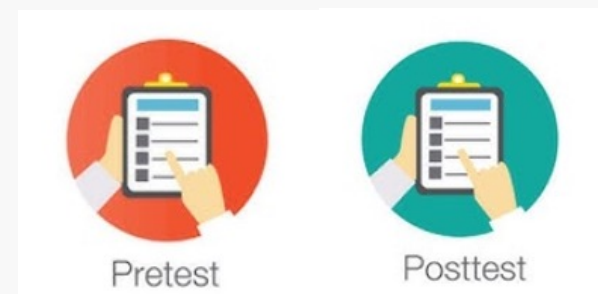
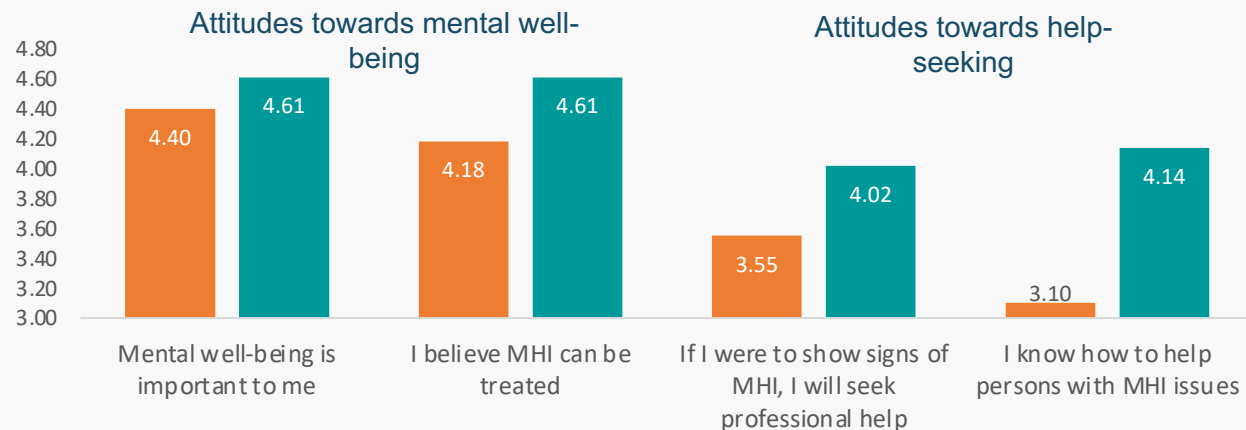
*TOUCH staff #7*



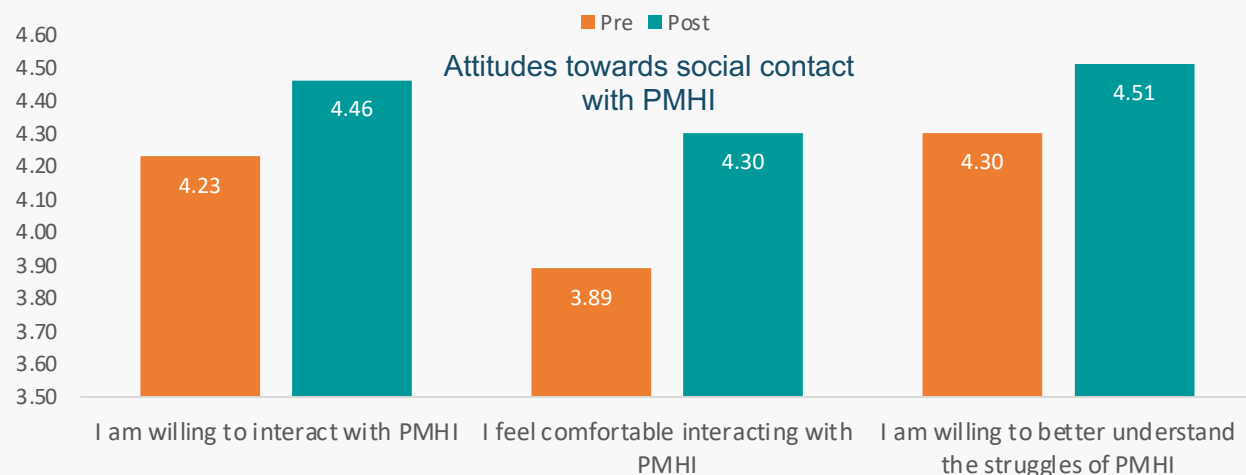
“There are times when **students are more rowdy** or those who are not really interested, you see them **openly playing games on their phones**”

*DYM Mentor #1*

## Research Collaboration with



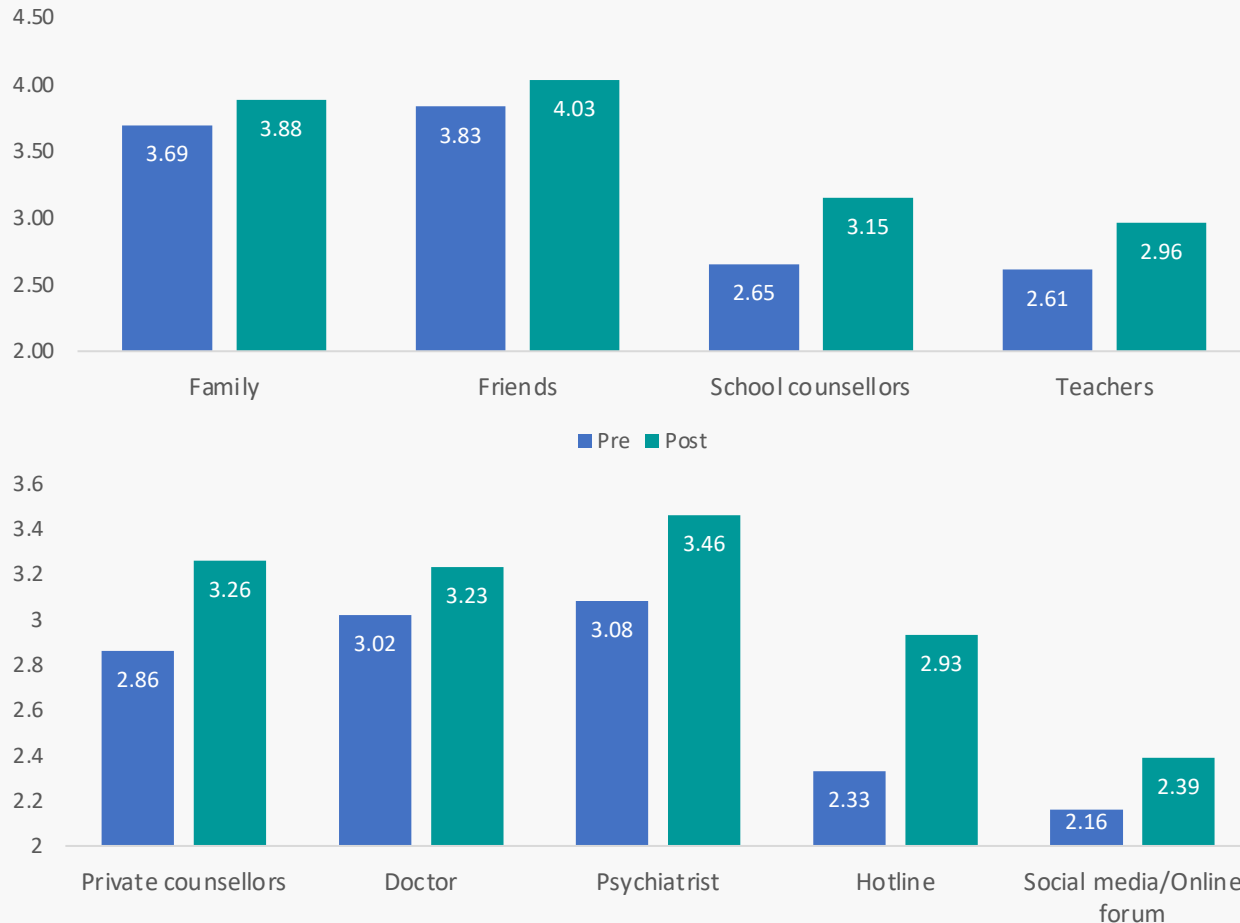
(n=841)



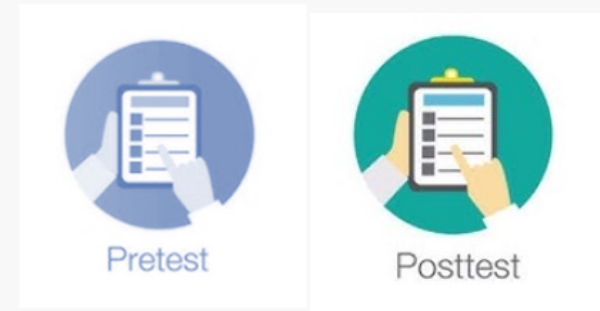
Wilcoxon signed-rank test revealed:

- Improvements in attitudes towards **mental well-being** and **help-seeking** ( $p < 0.01$ )
- Improvements in attitudes towards **social contact** with persons with mental health issues (PMHI) ( $p < 0.01$ )

# Research Collaboration with



**Qn: How likely are you to approach (XX) if you are struggling with a mental health issue?**



**(n=841)**

- Top 3 preferred sources of help: friends, family, psychiatrists
- Wilcoxon signed-rank test revealed overall improvements in willingness to seek help from various sources ( $p < 0.01$ )



# Practitioner's Perspectives: Research-Practice Translation

# Programme Refinements to Improve Implementation and Effectiveness



Providing Mentors with Feedback and Coaching

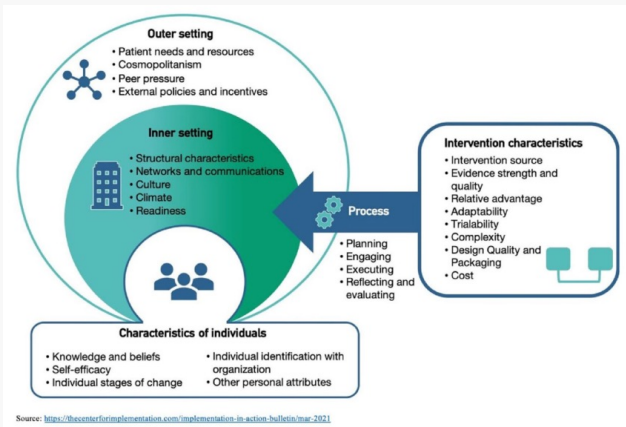


Strengthening Collaborations with Schools



Increasing Accessibility to VR Headsets and Resources

# Collaborative Approach to Knowledge Co-creation, Sharing, and Application (Inter- and Intra-agency)



- Application of suitable framework (e.g. CFIR) to guide social research and/or evaluation

Findings and Recommendations



Research

Practice

Inter-agency Discussions

Research Collaboration



Evaluation Objectives and Questions

Intra-agency Sensemaking





# Do You M.I.N.D.?

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programme for youths**

**Thank you**