



# Children & Young People's Mental Health Early Career Researchers' Forum

23 & 24 September 2021

TRIUMPH NETWORK  
[triumph.sphsu.gla.ac.uk](http://triumph.sphsu.gla.ac.uk)

## Programme and abstract & delegate list



UK Research  
and Innovation



MRC/CSO Social and Public Health Sciences Unit





# Welcome



I am delighted to welcome you to the 1<sup>st</sup> virtual TRIUMPH Early Career Researcher's Forum. We had initially planned to hold this event in Glasgow in Spring 2020 - but then COVID-19 happened. So, as with many other things, we have had to move online but in doing so we have been able to work more closely with some of the other UKRI-funded mental health networks to plan and organise this event. So, I'm particularly pleased to be running this as a joint event with the Emerging Minds network, e-Nurture, MARCH Network and the Loneliness and Social Isolation in Mental Health Research Network, with additional support from the UKRI national support team, JJ Buckle at the McPin Foundation and Andre Tomlin from the Mental Elf. Many thanks to you all for your help and support.

During the Forum we will be joined by 151 delegates from across the UK and further afield. We will have the opportunity to hear from 48 early career researchers who will be presenting their latest research findings on youth mental health, along with three distinguished keynote speakers: Professor Kay Tisdall (University of Edinburgh), Professor Rory O'Connor (University of Glasgow) and Julie Cameron (Mental Health Foundation). Alongside these, we also have a series of "Ask the expert" sessions where you will have the opportunity to learn more about a wide range of topics including intervention development, impacting policy, writing grant applications, publishing academic papers, co-design, working with young people, doing research in the 3<sup>rd</sup> sector, impostor syndrome and using social media to promote your research.

If you want to tweet during the event, our Twitter handle is #TriumphECR.

I know it will be a busy and stimulating couple of days and look forward to seeing you there!

Dr Jo Inchley



# Keynote Presenters

## Professor Rory O'Connor



Professor Rory O'Connor completed his PhD at Queen's University Belfast in 1997 and then moved to Scotland where he has been ever since. He joined the University of Glasgow in July 2013 where he is Professor of Health Psychology, Director of the [Suicidal Behaviour Research Laboratory](#) and head of the [Mental Health and Wellbeing](#) group there. He is a registered health psychologist who is broadly interested in self-regulation processes and health outcomes. He is a Vice President of the International Association for Suicide Prevention, a Past President of the International Academy for

Suicide Research and a member of the American Association of Suicidology. In 2014 he was elected as a Fellow of the Academy of Social Sciences. He also serves on the Scientific Review Board of the American Foundation for Suicide Prevention, is Joint Chief-Editor of *Archives of Suicide Research*, an Associate Editor of *Suicide and Life-Threatening Behavior* and *Behavior Therapy*.

Professor O'Connor also serves on the editorial board of *Crisis*. He is a member of the British Psychological Society's Division of Health Psychology (and is an accredited Stage 2 health psychology supervisor) and the European Health Psychology Society. He is also Co-Chair of the Academic Advisory Group to the Scottish Government's Suicide Prevention Leadership Group.

*@Suicideresearch*

## Julie Cameron



Julie Cameron is the Associate Director for Scotland and Northern Ireland with the Mental Health Foundation. She manages a portfolio of national programmes and research activity and takes a lead role in the development of new work streams. Julie's background includes working directly with children and young people and vulnerable groups to enable their voice and priorities to effect meaningful systems change and latterly as a researcher with expertise in programme evaluation. Julie has over 20 years' experience in public mental health and is committed to promoting human rights and improving the health and wellbeing of those who

experience inequalities, stigma and discrimination. She has an interest in the links between policy, research and practice and using participatory action research methods.



She has represented the Foundation in the media which in the past year has included coverage on BBC and STV news, radio interviews, the Kaye Adams show, BBC radio 4 and appearing in live debates on Scotland Tonight.

Julie sits on numerous advisory committees including the National Suicide Prevention Leadership Group through which she chairs the implementation group for the new pilot service for people ereaved by suicide and was co-chair of the Scottish Governments Advisory Group on Good Body Image. She is a member of the Royal Society of Edinburgh Young Academy of Scotland and as part of the EU Horizon 2020 Citizenship Recovery & Inclusive Society Partnership (CRISP) engaged in a 4-year knowledge exchange with New York University.

*@MHFScot*

## **Professor Kay Tisdall**



Kay Tisdall is Professor of Childhood Policy at the University of Edinburgh. She is part of the Childhood and Youth Studies Research Group at Moray House School of Education and Sport. Her policy, academic and teaching work is centred around children's human rights. She undertakes collaborative research with children, young people and adults on such as areas as children affected by domestic abuse, family law, inclusive pedagogy for young children, young people's mental health, and children's participation and activism.

Professor Tisdall is involved in a number of partnership projects, with teams in countries ranging from Brazil, Canada, Eswatini, India, Palestine, and South Africa, funded by such organisations as the Global Challenges Research Fund, the European Commission, UK Research and Innovations, and the Canadian Social Sciences and Humanities Research Council. Recent publications can be found in such journals as the International Journal of Human Rights, the International Journal of Children's Rights, the Journal of Social Welfare and Family Law, and Emotion, Space and Society.

*@CYSRG1*



# Children and Young People's Mental Health Early Career Researchers' Forum Programme

**Thursday 23 September 2021**

Webinar link:

<https://uofglasgow.zoom.us/j/96673315248?pwd=bDVoZlg0WXh3cVRQYjRJNGNqUTZJUT09>

Passcode: 798865

Meeting ID: 966 7331 5248

9:30 - 9:40 | Welcoming remarks – Dr Jo Inchley

9:40 - 9:55 | **Keynote Talk:** – Prof Rory O'Connor

9:55 - 10:05 | Q&A

**10:05 - 10:15 Break**

**10:15 - 11:30 | Parallel Sessions A, B, C & D**

5 presentations per session (10min presentation + 10min Q&A at the end of the presentations)

*abstracts can be found at the back of the programme*

**Session A: Key groups**

**Chair:** *Dr Lynne Gilmour*

Join Zoom Meeting

<https://uofglasgow.zoom.us/j/99826214432?pwd=YytESGk0ZmYvUmYwWVZTN0IGQ25iZz09>

Meeting ID: 998 2621 4432

Passcode: 343291

**1. "The impact of conducting trauma related research on young people and surrounding adult stakeholders."**

*Raahat Manrai, University of Edinburgh*

**2. "Understanding LGBT+ Youth Suicide in Scotland."**

*Dr Hazel Marzetti, University of Edinburgh*

**3. "Patterns of adversity and post-traumatic stress among children adopted from care"**

*Rebecca Anthony, Cardiff University*

**4. "Co-producing research to explore barriers to LGBTQ+ youth access to mental health support."**

*Catt Turney, The Kite Trust*



## 5. “Mental health crisis presentations amongst children and young people in Wales “

*Bethan Carter, Senior Public Health Research Officer, Public Health Wales*

## Session B: Social connections and relationships

**Chair:** *Dr Ellie Pearce*

Join Zoom Meeting

<https://uofglasgow.zoom.us/j/98281630981?pwd=QjBITVcrQWN4Z2tmK3J6enNMb1ZBZz09>

Meeting ID: 982 8163 0981

Passcode: 398075

1. **“Incubation of mental health problems: The untold story of the devastating impact of COVID 19 on young people in economically uncertain environments. A case of Harare, Zimbabwe”**  
*Tapiwanashe Hadzizi, University of Zimbabwe*
2. **“The Lonely Campus: Thematising Student Loneliness”**  
*Dr Richard Vytنيorgu, University of Exeter*
3. **“Cross-sectional and longitudinal associations between extracurricular arts engagement, loneliness, and social support in adolescence”**  
*Jessica Bone, University College London*
4. **“International students: Lonely learning and learning to be lonely”**  
*Dr Olivia Sagan, Queen Margaret University*
5. **“Relationships and relationship education”**  
*Simon Benham-Clarke, University of Exeter*

## Session C: Schools and other educational settings

**Chair:** *Dr Jo Inchley*

Join Zoom Meeting

<https://uofglasgow.zoom.us/j/96641247410?pwd=Q3ZkOWpPRU5Nc1I3Z1IEQ0NzZDZkZz09>

Meeting ID: 966 4124 7410

Passcode: 100473

1. **“Adverse Childhood Experiences Predict Mental Health Functioning in College Students: A Test of Interpersonal Theory of Suicide”**  
*Madhav Bhargav, PhD researcher in the School of Psychology at Trinity College Dublin*
2. **“6th form researchers contributing to a school improvement process”**  
*Dave McPartlan; University of Cumbria PhD student*
3. **“Help-seeking in adolescence: How does stigma mediate the relationship between mental health literacy and intended help-seeking? “**



*Claire Goodfellow, University of Glasgow*

**4. “Co-production as an emerging methodology for developing school-based health and wellbeing interventions with secondary school stakeholders “**

*Hayley Reed, DECIPHER, Cardiff University*

**5. “Exploring the mental health and well-being of children engaged in trauma informed one to one Singing”**

*Emily Foulkes, University of Wales Trinity St David (Voice Study Centre)*

## Session D: Risk & Resilience

**Chair:** *Vas James*

Join Zoom Meeting

<https://uofglasgow.zoom.us/j/95267971056?pwd=ZC9Ba2llakd5dlBCbG9xWG9s1SmZLZz09>

Meeting ID: 952 6797 1056

Passcode: 087779

**1. “At-risk girls' experiences of drawing on social support”**

*Dr Ola Demkowicz, University of Manchester*

**2. “Dating Violence and Mental Health among Young People in India”**

*Devika Gupta, Sangath India & London School of Hygiene and Tropical Medicine*

**3. “A Thematic Analysis of Young People's Views on Access to and Engagement with Mental Health Services”**

*Laura Mayhew Manistre, Cardiff University*

**4. “Deriving continuous resilience scores from multiple exposure and psychopathology dimensions in a high-risk youth sample”**

*Harriet Cornwell; Department of Psychology, University of Bath*

**5. “Lessons from the field: Facilitating meaningful youth participation in a multi-site, longitudinal qualitative study on the impact of the COVID-19 pandemic on youth mental health”**

*Shauna Hill, Jigsaw – The National Centre for Youth Mental Health, Ireland*

*Karen Butler, Jigsaw - The National Centre for Youth Mental Health, Ireland*



## 11:30 - 11:45 | Break

## 11:45 - 12:15 | World Café—Ask the Expert: Session 1

Join Zoom Meeting

<https://uofglasgow.zoom.us/j/96068808759?pwd=a1prV3kxUGpZNHMyZnNuMFhxcGFMQT09>

Meeting ID: 960 6880 8759

Passcode: 215741

Delegates are allocated to small break out rooms with an 'expert' who will deliver a short presentation on their subject before inviting questions and discussion amongst the group. There is a list of topics and experts on page 15. Delegates will attend one 'Ask the expert' group per World Café session. There is a short transition break between sessions. Organisers will try to ensure each delegate is able to access the full range of sessions across the event.

## 12:15 - 12:25 | Transition break

## 12:25 - 12:55 | World Café—Ask the Expert: Session 2

Join Zoom Meeting

<https://uofglasgow.zoom.us/j/94430853179?pwd=ajUrVkk1a2tmLy9KNTdZeklYbTdQZz09>

Meeting ID: 944 3085 3179

Passcode: 826751

## 12:55 - 14:00 | LUNCH

## 14:00 - 15:00 | Parallel Sessions E, F & G

\*5 presentations per session (10min presentation + 10min Q&A at the end of the presentations)

### Session E: Key groups

**Chair:** *Dr Lynne Gilmour*

Join Zoom Meeting

<https://uofglasgow.zoom.us/j/91503176170?pwd=RWMxRmJ2WGo0K0ZYVW9MVjFBTTYxQT09>

Meeting ID: 915 0317 6170

Passcode: 747798

#### 1. "Promising directions in integrated youth mental health service delivery: A Canadian review"

*Jenny Li and Katie Aubrecht, St. Francis Xavier University, Canada* Jenny Li, St. Francis Xavier University,



**2. “Experiences of parents of children with language needs accessing mental health support for their children”**

*Dr Hannah Hobson, University of York*

**3. “Adverse childhood experiences and child mental health: an electronic birth cohort study”**

*Emily Lowthian; Cardiff University*

**4. “The impact of the COVID-19 pandemic on the mental health of shielded children and children living in shielded households in Wales: A population-based data linkage study”**

*Laura Cowley, Public Health Wales*

**5. “Associations between trauma, mental health and service access in care-experienced young people and their peers: Evidence from the Great British mental health surveys”**

*Rosie McGuire; Department of Psychology, University of Bath*

## Session F: Social connections and relationships

**Chair:** *Dr Ellie Pearce*

Join Zoom Meeting:

<https://uofglasgow.zoom.us/j/91074769361?pwd=SVk3aUtaNm5KYmU4dmIEOUtZK2Nodz09>

Meeting ID: 910 7476 9361

Passcode: 361566

**1. “Testing the Success of an Intervention to Reduce Loneliness and Improve Mental Health for Young People with Mild to Moderate Mental Health Problems**

*Yu Wei Chua, Glasgow Association for Mental Health*

**2. “Visiting GP more: coping with loneliness and chronic health issues”**

*Dragana Vidovic, University of Essex*

**3. “Community perspectives on preventing adolescent substance use and misuse using a sports-based platform in India”**

*Soumya Singh; Sangath, Goa, India*

**4. “Designing an adolescent substance use prevention program in a sports-based setting in India”**

*Urvita Bhatia; Sangath Goa and Oxford Brookes University; India & UK*



## Session G: Specific conditions

**Chair:** *Dr Christina McMellon*

Join Zoom Meeting

<https://uofglasgow.zoom.us/j/94730585964?pwd=TEJ2S2d4c3pCWEx2bU1tV1UzUWxNZz09>

Meeting ID: 947 3058 5964

Passcode: 638649

1. **“Interrater agreement among parent-, teacher-, and self-reported attention deficit hyperactivity disorder (ADHD) as predictive factors on ADHD diagnosis: findings from a UK national sample”**  
*Hei Ka Chan, University of Sheffield*
2. **“The mediating roles of mental health and substance use on suicidal behaviour among under graduate students with ADHD”**  
Natasha Brown, Letterkenny Institute of Technology, Ireland
3. **“Mental health traits across childhood and adolescence: Associations with impairment ratings and mental health diagnoses”**  
*Jala Rizeq; University of Glasgow*
4. **“We’ve been in lockdown since he was born”: A mixed-methods exploration of the of families caring for children with intellectual disability during the Covid-19 pandemic in the UK “**  
*Jeanne Wolstencroft, The Great Ormond Street Institute of Child Health, University College London, London*
5. **“Anxiety, stress, and binge eating tendencies in adolescence: a prospective approach”**  
*Michele C Lim, University of Oxford*

**15:00 - 15:10 | Break**

## 15:10 - 15:40 | World Café—Ask the Expert: Session 3

Join Zoom Meeting

<https://uofglasgow.zoom.us/j/94888217273?pwd=TDlmcG90MGV0WC9maG9YUeIza1U2dz09>

Meeting ID: 948 8821 7273

Passcode: 106883

**15:40 - 15:50 | Transition break**



## 15:50 - 16:20 | World Café—Ask the Expert: Session 4

Join Zoom Meeting

<https://uofglasgow.zoom.us/j/98047606257?pwd=Y3NwYXJmSWNGdjVTSGp1VWRJSWhLUT09>

Meeting ID: 980 4760 6257

Passcode: 358258

## 16:20 - 16:30 | Break

Webinar link:

<https://uofglasgow.zoom.us/j/97025360085?pwd=bjJ5ZHBYWHBDUml2cUwwZlJodEtvZz09>

Meeting ID: 970 2536 0085

Passcode: 665004

## 16:30 - 16:45 | Keynote 2 - Julie Cameron

16:45 - 16:55 | Q&A

16:55 - 17:00 | Close of Day 1 – Dr Jo Inchley



## Friday 24 September 2021

Webinar link: <https://uofglasgow.zoom.us/j/96469867194?pwd=Z2RRYWVhRjVHOFlhVc0FXaUVibDdzQT09>

Passcode: 131664

Meeting ID: 964 6986 7194

9:30 - 9:35 | Welcome – Dr Jo Inchley

**9:35 - 9:50 | Keynote Talk: – Prof Kay Tisdall**

9:50 - 10:00 | Q&A

**10:00 - 10:10 | Break**

**10:10 - 11:10 | Parallel Sessions H, I & J**

\*5 presentations per session (10min presentation + 10min Q&A at the end of the presentations)

### Session H: Key groups

**Chair:** *Dr Emily Lloyd*

Join Zoom Meeting

<https://uofglasgow.zoom.us/j/99984775357?pwd=ZklZRUY5amtqcVNxTUd4NFV3aDB3UT09>

Meeting ID: 999 8477 5357

Passcode: 859218

**1. “Voices of disabled children about their well-being from their level of participation in recreational activities”**

*Dr Dawn M Pickering, Cardiff University*

**2. “Schools training to enhance support for LGBTQ+ young people study (STEPS)”**

*Amy Morgan, King's College London*

**3. “The mental health and emotional wellbeing of BAME pupils in the UK during the primary-to-secondary school transition: an integrative literature review**

*Emily Cunningham; Abdul Moiz Siddiqi (goes by 'Moiz')*

**4. “Feeling Well, Feeling Cared For: Mental health training co-produced with young people with care experience”**

*Dr Pearse McCusker, University of Edinburgh*

**5. “How children and young people in care experience provision for wellbeing and mental health in Wales”**



Bridget Handley, CASCADE, Cardiff University

## Session I: Digital Research

**Chair:** Sui-Mee Chan

Join Zoom Meeting

<https://uofglasgow.zoom.us/j/97453308066?pwd=ZTdoTHJkMCtOTnhwQmxPS0daVnR6UT09>

Meeting ID: 974 5330 8066

Passcode: 236314

1. **“Social media and mental wellbeing among young people with Type 1 diabetes”**  
*Caoimhe Shields & Emma Berry; Queen's University Belfast, Northern Ireland*
2. **“Promoting resilience through blogging: Basis for a blog-based digital mental health intervention for adolescents in low- and middle-income countries”**  
*Dennis Howell, Founder, Psychreg & PhD student, University of Edinburgh*
3. **“Understanding wellbeing and promoting it in secondary schools: a realist evaluation of ‘PauseUP’ “**  
*Simon Johns, Cardiff University*
4. **“Neurolove: Digital social therapy platform providing mental health support to children and young people”**  
*Victoria Wray, Chanua Health, England*

## Session J: Schools and other educational settings

**Chair:** Dr Jo Inchley

Join Zoom Meeting

<https://uofglasgow.zoom.us/j/99841532091?pwd=dTJSVlBnMWtEWwC2L24wRjZlVW1Udz09>

Meeting ID: 998 4153 2091

Passcode: 400587

1. **“Educational and health outcomes among Scottish schoolchildren treated for chronic conditions including ADHD, depression, and neurodevelopmental multimorbidity”**  
*Dr Michael Fleming, University of Glasgow*
2. **“Mental health in Northern Ireland: research priorities for young people aged 11 to 25 years”**  
*Carol Rhonda Burns, Ulster University, Northern Ireland*
3. **“Mental Health Literacy of Parents and Teachers of Primary Aged Children: A Systematic Review “**  
*Catherine Johnson, University of Melbourne*



**4. “Depression, anxiety and suicidal behaviour among college students: comparisons pre-COVID-19 and during the pandemic”**

*Margaret McLafferty, Ulster University, Northern Ireland*

**5. “Safeguarding Adolescent Mental Health in India: A protocol for co-design and feasibility study of a school systems intervention targeting adolescent anxiety and depression in India”**

*Sphoorthi Prabhu (National Institute of Mental Health and Neurosciences, India, SAMA Research Manager)*

**11:10 - 11:20 | Break**

**11:20 - 11:50 | World Café—Ask the Expert: Session 5**

Join Zoom Meeting

<https://uofglasgow.zoom.us/j/94634956178?pwd=dUNmbld6ZDZnM1B1dFY3MFVoSWRXZz09>

Meeting ID: 946 3495 6178

Passcode: 935543

**11:50 - 12:00 | Break**

**12:00 - 12:30 | World Café—Ask the Expert: Session 6**

Join Zoom Meeting

<https://uofglasgow.zoom.us/j/95058051315?pwd=Wm5pbVVJUjh6S0VEOHIEVm1NZ3RZUT09>

Meeting ID: 950 5805 1315

Passcode: 152442

**12:30 - 12:50 | Panel discussion: Dr Jo Inchley, Julie Cameron, Prof Kay Tisdall, Isla Jamieson and Dr Christina Mc Mellon**

Join Zoom Meeting

<https://uofglasgow.zoom.us/j/95693074933?pwd=SWk1aDIXUE1ueTAvTGdZZDVFYUtdvZz09>

Passcode: 874824

Meeting ID: 956 9307 4933

**12:50 - 13:00 | Closing remarks and poster competition – Dr Jo Inchley**



## World Café: 'Ask the Expert Sessions'

Delegates are allocated to small break out rooms with an 'expert' who will deliver a short presentation on their subject before inviting questions and discussion amongst the group. Organisers will try to ensure each delegate is able to access the full range of sessions across the event.

### 1. Making a policy impact with your research

Shari McDaid, Mental Health Foundation, Toni Giugliano, Mental Health Foundation

### 2. Developing an Intervention

Dr Rhiannon Evans, Cardiff University

### 3. What funding panels look for in a grant application

Gordon Harold, University of Cambridge

### 4. How to get your work the attention it deserves

Enni Miller, University of Glasgow

### 5. Design led approaches to youth mental health research

Andrea Taylor, Glasgow School of Art

### 6. Doing Research in the third sector

Dr Pamela Jenkins, Mental Health Foundation

### 7. Knowledge Mobilisation

Dr Sarah Knowles, University of York

### 8. Applying for and leading on a seed funded ECR grant projects

Katey Warran, University College London

Emma Berry, Queen's University Belfast

Dr Liat Levita, University of Sheffield,

James Duggan, Manchester Metropolitan College

Yu Wei Chua, GAMH

### 9. Imposter Syndrome: what it is and how to manage it

Dr Jo Inchley, University of Glasgow

### 10. Journey of a manuscript - an editorial office perspective

Prabha Choubina, ACAMH, Laura Orchard, Wiley, Rebecca Harkin, Wiley

### 11. Young peoples perspectives on working with researchers

Ellie Pearce, Loneliness and Social Isolation Mental Health Research Network (LSMHRN)

Lizzie & Georgia, Members of LSMHRN CoG and loneliness active ingredient LEAG

Christina McMellon, TRIUMPH

TRIUMPH YAG.

Sophie Jones, DECIPHer, Cardiff University



## Delegates

First Name	Surname	Email	Job Title	Company/Institution
Pinar	Acet	pinar.acet.20@ucl.ac.uk	Psychologist	
Sarah	Adams	sjcapost@gmail.com	Student	
YASMIN	AHMADZA-DEH	yasmin.ahmadzadeh@kcl.ac.uk	Postdoc	King's College London
Zahrah	almomen	zalmomen12@gmail.com	Researcher	
Samar	Alzeer	s1670308@sms.ed.ac.uk	PhD student in clinical psychology	University of Edinburgh
Rebecca	Anthony	beckyanthony17@hotmail.com	Research associate	Cardiff University
Evelyn	Antony	em.antony04@googlemail.com	Student	
Katie	Aubrecht	caubrech@stfx.ca	Assistant Professor	St. Francis Xavier University
Leena	Bachir	leenabachir@hotmail.co.uk	Student and Dietetics Graduate	Imperial College London
Sarah	Bell	s.bell@bristol.ac.uk	Senior Research Associate	University of Bristol
Simon	Benham-Clarke	srb226@exeter.ac.uk	Researcher	UEMS
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Madhav	Bhargav	bhargavm@tcd.ie	PhD Candidate	Trinity College Dublin
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Anisha	Brisonette	anishabrisonette16@gmail.com	Research Assistant	
Karen	Butler	karenbutler.psych@gmail.com	Peer Research Assistant	Jigsaw



First Name	Surname	Email	Job Title	Company/Institution
Alexander	Cannon	alexander.k.cannon@outlook.com	Data Scientist/ Machine Learning Engineer	Hilltop Digital Labs
Bethan	Carter	bethan.carter5@wales.nhs.uk	Senior Public Health Research Officer	Public Health Wales
Daniela	Castillo	d.castillo-mansilla@sms.ed.ac.uk	RN PhDc	University of Edinburgh
hei ka	chan	hkchan3@sheffield.ac.uk	Student	
Yu Wei	Chua	y.chua@gamh.org.uk	Research and Devel- opment Officer	Glasgow association for mental health
Emma	Chubb	chubbes@cardiff.ac.uk	Research Assistant	
Shalavit- Simcha	Cohen	Shalavit@Ed.ac.uk	PhD Researcher	University of Edinburgh
GOKCE	COKAMAY YILMAZ	gokce.cokamayilmaz@manchest er.ac.uk	Research Associate	
Harriet	Cornwell	hgc36@bath.ac.uk	PhD Student	University of Bath
Laura	Cowley	laura.cowley@wales.nhs.uk	Senior Public Health Research Officer	Public Health Wales
Holly	Crudgington	holly.1.crudgington@kcl.ac.uk	PhD student	
Esther	Curtin	curtinessher@gmail.com	MSc student	University of Bristol
Bethan	Davies	bethan.davies@nottingham.ac.uk	Research Fellow	NIHR MindTech MedTech Cooperative
MaryClare	Douglas	maryclare.douglas@jigsaw.ie	Clinical Manager	
Hong Cherh	Ee	eehongcherh@gmail.com	Psychologist	
Rhianan	Ellis	r.e.ellis@sheffield.ac.uk	Post-doctoral re- searcher	The University of Sheffield
Zarah	Eve	Z.Eve@mmu.ac.uk	PhD student	
Joanna	Farr	joanna.farr@bbk.ac.uk	Lecturer in psycholo- gy	Birkbeck University of London
Chris	Fielding	cjfielding@live.co.uk	Academy Lead	Forwards Centre - Bol- ton Impact Trust
Michael	Fleming	michael.fleming@glasgow.ac.uk	lecturer in public health	University of glasgow
Elaine	Fox	elaine.fox@psy.ox.ac.uk	Professor of Psychol- ogy	University of Oxford
Megan	Frith	mfrith1@sheffield.ac.uk	PhD Student	The University of Sheffield
Leena	Gaikwad	drleenagaikwad@gmail.com	Research coordinator	Sangath India
Carlos	González	carlosg@mexicanosprimero.org	Researcher	Mexicanos Primero



First Name	Surname	Email	Job Title	Company/ Institution
Claire	Goodfellow	claire.goodfellow@glasgow.ac.uk	Research Assistant	University of Glasgow
Devika	Gupta	devika.gupta@lshtm.ac.uk	ECR	LSHTM
Tapiwanashe	Hadzizi	hadzmantapiwanashe@gmail.com	Student	University of Zimbabwe
Bridget	Handley	HandleyB1@cardiff.ac.uk	PhD Researcher	CASCADE, Cardiff University
Claire	Hanlon	c.a.hanlon@ljmu.ac.uk	Phd	Ljmu
Laura	Hemming	laura.hemming@manchester.ac.uk	Research associate	
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Shauna	Hill	shauna.hill@jigsaw.ie	Research Assistant	Jigsaw
Hannah	Hobson	hannah.hobson@york.ac.uk	Lecturer in Psychology	University of York
Anna	Holt	fairyanna27@yahoo.co.uk	Lecturer	
Harriet	Housby	ucjuhbe@ucl.ac.uk	Research Assistant	UCL GOS ICH
Sarah	Hughes	mentalhealth@usi.ie	Mental Health Programme Manager	Union of Students in Ireland
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# Abstracts

## Session A: Key groups

### Patterns of adversity and post-traumatic stress among children adopted from care

Authors	Abstract
Rebecca Anthony, Cardiff University	<p><b>Background</b> Children adopted from care are more likely to have experienced early adversity, but little is known about the impact of early adversity on later post-traumatic stress (PTS) symptoms.</p> <p><b>Objective</b> To investigate sub-groups of adversity in a sample of adopted children and examine the association with later PTS symptoms.</p> <p><b>Participants and setting</b> A study of British children adopted from care using social worker records (N = 374) and questionnaire-based longitudinal study of n = 58 children over 4-years post adoptive placement.</p> <p><b>Methods</b> We used latent class analysis to identify subgroups of children based on commonalities in perinatal and postnatal adversity experienced prior to adoption and examined differences in PTS symptoms at 4-years post-placement between subgroups.</p> <p><b>Results</b> Over a quarter (29%) of children were in the clinical or borderline ranges for symptoms of PTS arousal, 20% for PTS avoidance and 12% for PTS intrusion. The 5-class solution fitted the data best, with one class characterized by children with a low probability of experiencing any adversity, one perinatal adversity only class and three classes capturing different patterns of adversity. The multiple complex adversity class involving both perinatal and postnatal adversity had significantly higher symptoms of PTS avoidance and arousal than other sub-groups.</p> <p><b>Conclusions</b> The prevalence and complexity of PTS symptoms among adoptive children highlights the need for effective interventions considering different profiles of early adversity.</p>

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## Understanding LGBT+ Youth Suicide in Scotland

Authors	Abstract
Hazel Marzetti Lisa McDaid, Rory O'Connor, Rich Mitchell	<p><b>Objective:</b> This paper reports on the findings of my doctoral project which aimed to better understand lesbian, gay, bi, and trans (LGBT+) young people's suicidal thoughts and attempts in Scotland. Whilst it is well established that LGBT+ youths are more likely than their cisgender, heterosexual peers to think about and attempt suicide, less is known about how they make sense of these experiences, which is where this paper will focus.</p> <p><b>Methods:</b> Twenty-four in-depth, semi-structured interviews were under-taken between May and October 2019 with young LGBT+ people aged 16-24 who had lived experience of suicidal distress across Scotland. A diverse sample was recruited through a variety of methods including social media, LGBT+ community groups and events, young people's organisations, and word-of-mouth. Data were interpreted using narratively informed, reflexive thematic analysis.</p> <p><b>Results:</b> There was a balance to be struck between understanding the roles of LGBT+ specific factors both contributing to, and protecting participants from, suicide, whilst also taking into account factors thought to be important within the general population. Suicide was mostly understood as responding to the cumulative weight of difficulties participants experienced. For some it was envisaged as a way of escaping, a way of demonstrating the severity of the distress they were facing, or as a way of questioning the value of participants' existence to others in their lives. However, a small number of participants, despite long histories of suicidal distress, expressed feelings of shock and confusion after a suicide attempt.</p> <p><b>Conclusion:</b> Suicide was in many ways understood by participants as a response to difficulties that they experienced. In turn, this suggests new avenues for suicide prevention, improving the material conditions in which young LGBT+ people in Scotland live, and challenging existing approaches to suicide prevention that are frequently situated squarely within the purview of mental health.</p>

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## The impact of conducting trauma related research on young people and surrounding adult stakeholders

Authors	Abstract
Raahat, Manrai, University of Edinburgh, UK Dr. Emily Taylor, University of Edinburgh, UK Dr. Rachel Happer, University of Edinburgh, UK	<p><b>Background:</b> Keeping the principles of beneficence within psychological research in mind, it is highly important for researchers to conduct research on evaluating the impact of interpersonal trauma on adolescents. Interpersonal trauma, especially perpetrated by trusted has a huge impact on adolescents and is highly related to negative physical and mental health problems. There is a common perception that most research asking about trauma related events will create a risk of significant harm to the participant, and while that might be true, not conducting such studies will exclude an already marginalised population entirely. Main aim to create a module for people working with care-experienced population in case of new disclosure and distress arising due to participating in research related to talking about early trauma experiences. Method: This project will have two separate arms- a co-produced study with care-experienced young people and a systematic DELPHI study with adult stakeholders. Expected Results: A best practice framework or guidelines providing support to both young people and adults to conduct participatory research on care-experienced young people. Current Stage of Work: Conceptualisation &amp; Ethics. Discussion: Discussion will revolve around need for further support and policy changes to ensure more participatory research in young people.</p>

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## Mental health crisis presentations amongst children and young people in Wales

Author	Abstract
Bethan Carter, Senior Public Health Research Officer, Public Health Wales	<p data-bbox="304 383 1450 539">Welsh government's mental health plan for 2019-2022 include improves access to mental health services and support for children and young people, crisis care for all, and support for people with a history of substance misuse. The aim of this study is to describe annual trends and differences across population groups in MH crisis presentation amongst CYP (11-24 years) across the health care system in Wales between 2016 and 2020.</p> <p data-bbox="304 577 1450 768">This is an observational retrospective population cohort study utilising routinely collected population-scale health care data available within the Secured Anonymised Information Linkage Databank. We will link Wales Ambulance Service Trust (WAST) data to primary and secondary health care data to identify MH crisis related records from 01/01/2016-31/12/2020. MH crisis events will include: self-harm, suicide attempt, overdose, psychosis, and other serious mental illness spanning ambulance and secondary care recorded by clinical codes.</p> <p data-bbox="304 801 1450 992">Crude counts of CYP presenting in crisis at secondary care or WAST will be presented by key demographics (age, sex, deprivation), rurality and history of substance misuse. Annual incidence rates and 95% confidence intervals will be calculated as the number of events per 1,000 person years at risk. Chi2 tests will be used to investigate whether differences in trends by population subgroups and presentation across services are statistically significant. Outcomes will be explored to identify CYP's needs, along with primary care activity prior to crisis events.</p> <p data-bbox="304 1025 1450 1126">We anticipate finding increased GP visits prior to the crisis presentation and greater frequency of crisis events for those with history of substance abuse. We also predict that many people will have repeated presentations, and this may be more common among certain groups, related to inequalities.</p> <p data-bbox="304 1160 1450 1285">Our results will help to understand the demand on WAST and outcomes for CYP who are responded to by the ambulance service, enabling service planning. They will also contribute to a better understanding of the impact of recent challenges on the presentation of MH crises amongst CYP, helping to inform future action.</p>

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## Co-producing research to explore barriers to LGBTQ+ youth access to mental health support

Author	Abstract
Catt Turney, The Kite Trust	<p>The prevalence of mental health difficulties for LGBTQ+ young people (age 16-25), particularly trans youth, are well-documented. However, this group frequently report negative experiences of accessing health services, due in part to homo-, bi- and transphobia at both an individual and an institutional level. There is therefore a clear unmet need in relation to the mental health of this population.</p> <p>This project will use qualitative, creative methods to explore LGBTQ+ young people's experience of seeking mental health support, in order to better understand the challenges these young people face in trying to access services and support. The project will be led by a member of staff at an LGBTQ+ youth charity, inhabiting the dual role of both youth worker and researcher. Informed by the principles of Participatory Action Research, the project will both be co-produced by the young people whom it aims to help, and will aim to directly improve the lives of those participating. Activities in LGBTQ+ youth group settings and regular meetings of a young people's steering group will be used to co-produce the project's methodology and contribute to data analysis and dissemination, and one-to-one case-work with LGBTQ+ young people will inform the project while also providing advocacy and support to these young people to access mental health services. Additionally, a steering group of professionals will contribute to the project's design and execution, and ensure findings can be most useful to the relevant services.</p> <p>The project is still in its early stages and the researcher/youth worker is currently recruiting for the young people's steering group and beginning to co-produce the research methods with LGBTQ+ young people. This presentation will discuss the aims and methodology of this project, the decision to recruit a young people's steering group, and key theoretical, methodological and ethical questions and considerations that have arisen so far.</p>
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## Session B: Social Connections

### Incubation of mental health problems: The untold story of the devastating impact of COVID 19 on young people in economically uncertain environments. A case of Harare, Zimbabwe.

Author	Abstract
Tapiwanashe Hadzizi University of Zimbabwe Zimbabwe	The paper examines the impact of COVID 19 pandemic which is at the forefront in causing mental health problems on young people. The pandemic has created monumental effects due to high sudden of loved ones (relatives, friends), job losses, financial losses, public health measures and contradictory messages from the authorities about the virus. These effects have become major stressors that have led people to experience anxiety, insomnia, depression and emotional distress. Beyond any reasonable doubt, the impact of the pandemic have been immerse on young people those with no track record of mental health illness before and worsening of the conditions of those with pre-existing mental health challenges. Attention to mental health illness in Zimbabwe has been low due weak health infrastructure and inadequate uptake of mental health care services. It is in this regard, that the paper seeks to establish the nature and impact of COVID 19 pandemic on young people's mental health through rigorous research in disaster mental health studies.

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### The Lonely Campus: Thematising Student Loneliness

Author	Abstract
Dr Richard Vytنيorgu, University of Exeter, England	This study seeks to understand the contributing factors affecting student loneliness on the University of Exeter Streatham and St Luke's campuses. This engaged research is conducted with students who form part of the Student Lived Experience group, and sit within the university's Beacon project on loneliness and community in higher education. To date, eight workshops in total were conducted with 30 participants of mixed gender; two of these workshops have been conducted online, during Covid-19, and sought to understand how the pandemic was impacting students' mental health. Workshops were semi-structured and included discussion of student life and places on campus students associated with loneliness. The workshops were transcribed and analysed using qualitative content analysis. Three main themes have been generated so far: the challenge of being authentic; the impact of university infrastructure on student loneliness; and the student's relationship to the wider locality in which they lived. At present, discussion deriving from the research has focused on the way in which public spaces such as universities shape students' sense of belonging and loneliness via its built environment and the affordances they offer for students to generate a sense of belonging. The research has also generated recommendations for policy change, including signposting students to community activities and organisations, engaging students in any further policy attempts to mitigate mental health issues, and to create more spaces on campus for students to be in touch with nature.
	loneliness; students; belonging

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## Cross-sectional and longitudinal associations between extracurricular arts engagement, loneliness, and social support in adolescence

Author	Abstract
Jessica Bone, University College London, UK	<p><b>Background</b> Although engagement in the arts holds promise for reducing loneliness and enhancing social support during adolescence, research to date has focussed on older adults. We aimed to investigate whether engagement in arts activities was associated with loneliness and social support during adolescence.</p> <p><b>Methods</b> We included 11,060 adolescents aged 11 to 21 years from the National Longitudinal Study of Adolescent to Adult Health. The number of school-based arts activities engaged in (band, book club, chorus/choir, cheerleading/dance, drama club, newspaper, orchestra) was measured at wave one (1994-1995) and loneliness and perceived social support were measured at waves one and two (1996). We used logistic and linear regression models to test whether engagement was associated with concurrent and subsequent loneliness and social support.</p> <p><b>Findings</b> We found no evidence that arts engagement was associated with concurrent or subsequent loneliness. In contrast, each additional arts activity engaged in was associated with an increase of 0.20 points in social support, both concurrently (coef=0.20, 95% CI=0.02-0.38, p=0.03) and longitudinally (coef=0.20, 95% CI=0.02-0.38, p=0.029), independent of confounders. However, evidence for the longitudinal association was attenuated after adjusting for previous social support levels (coef=0.08, 95% CI=-0.07-0.23, p=0.300). This was likely due to the consistency of social support scores between waves one and two.</p> <p><b>Discussion</b> Extracurricular arts activities may increase social support as they provide opportunities for social engagement, developing friendships, and building a sense of community. Exploring these associations in more detail should be a priority, enabling better understanding of this strategy for enhancing social ties during adolescence.</p>

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## Relationships and relationship education

Author	Abstract
Simon Benham-Clarke	<p>Young people's early romantic relationships have a significant influence on their mental health and wellbeing. With relationship education now a mandatory part of the curriculum, our project aimed to: 1) explore the perspectives of young people on relationship education and 2) identify the evidence for healthy relationship education programmes for young people. We undertook four focus groups with young people from schools and community groups in the South West, using a semi-structured topic guide, analysed using thematic analysis. We also carried out a systematic review of evaluations of relationship education programmes for young people, with focussed synthesis of data from studies that included outcome domains of relevance to healthy relationships.</p> <p>Young people recognised strong links between the quality of their relationships, and their mental health, as well as highlighting the importance of the 'relationship with self'. They saw a key role for schools in providing 'unbiased' teaching on relationships, but felt current RSE remained 'too clinical'. Participants expressed a desire to learn skills in conflict management and communication, and also valued support with managing relationship break-ups. From our systematic review, we identified 36 studies of 7 programmes. Most evaluations were low quality, only one was conducted in the UK, outcome domains and measures were diverse, few had longitudinal measures and YP were not involved in programme or evaluation creation. This research highlights the need to co-create programmes with YP, teachers and relationship experts that are feasible and acceptable in a UK context and form part of a mental health-informed curriculum.</p>

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## International students: Lonely learning and learning to be lonely.

Author	Abstract
Mhairi Scally-Robertson, Queen Margaret University, Scotland.	<p data-bbox="384 392 1086 421">Key Words: Loneliness, international students, higher education.</p> <p data-bbox="384 456 517 486">Background</p> <p data-bbox="384 521 1417 647">This research explores the experience of loneliness and social isolation amongst the international student population at Queen Margaret University, Edinburgh, during COVID-19. International students faced a decision to remain in Scotland during the pandemic or return to their home countries and faced ongoing uncertainty, anxiety, liminality and lack of control.</p> <p data-bbox="384 683 1436 808">The international student perspective is one strand of a larger study undertaken at QMU under the sector-wide Enhancement Theme of 'Resilient Learning Communities' supported by the Quality Assurance Agency Scotland. Key objectives of the overall study are to raise awareness of the experience of loneliness and social isolation and to develop related interventions.</p> <p data-bbox="384 844 461 873">Design</p> <p data-bbox="384 909 1414 1012">Participants were selected to take part in follow-up focus groups through an initial university-wide questionnaire completed by 296 students. Qualitative data were generated through four two-hour focus groups including a total of twelve university students.</p> <p data-bbox="384 1048 477 1077">Findings</p> <p data-bbox="384 1113 1426 1200">We are in the initial stages of analysing the qualitative data through thematic analysis, but emerging themes are a) young people and a return to 'home' b) regression: a former version of self c) forming and losing a second family d) no control and isolation abroad</p> <p data-bbox="384 1236 501 1265">Discussion</p> <p data-bbox="384 1301 1436 1489">Young university students continue to demonstrate resilience throughout COVID-19, practically and psychologically adaptive in both re-assessing their sense of identity and sense of belonging. Yet there are lessons to be learned in how their host institution can be supportive. Findings will be used by universities and the QAA to develop resources to mitigate loneliness and social isolation amongst international students, where affects are detrimental to these young people's mental health.</p>

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## Session C: Schools and other educational settings

### Adverse Childhood Experiences Predict Mental Health Functioning in College Students: A Test of Interpersonal Theory

Author	Abstract
1. Madhav Bhargav, School of Psychology, Trinity College, Dublin, Ireland; 2. Lorraine Swords, School of Psychology, Trinity College, Dublin, Ireland	<p>Adverse Childhood Experiences (ACEs) have a detrimental impact on short- and long-term mental and physical health. A growing body of research has indicated that the prevalence of suicidal phenomena is significantly higher among individuals with a history of ACEs. However, there is a lack of understanding in differentiating the suicidal phenomena of suicide attempt and suicide ideation (SI) when testing their relationship with ACEs within a theoretical framework. The aim of this study is to develop and test a multi-dimensional model that would explain the association between ACEs and suicidal ideation (SI) in college students. Data were obtained from a cross-sectional survey completed by 321 college students primarily recruited from universities in Ireland. Ages ranged from 18-21 (n=176) to 22-25 years (n=145). An ACEs questionnaire, Interpersonal Needs Questionnaire (INQ) which assessed thwarted belonging (TB) and perceived burdensomeness (PB), CORE-10 which assessed psychological distress, and the Suicide Ideation Scale (SIS) were administered. Mediation analysis was conducted. After controlling for gender and sexual orientation, results revealed a significant direct effect of ACEs on SI such that more accumulated ACEs were associated with higher SI. A significant, indirect effect of ACEs on SI through PB and psychological distress, and TB and psychological distress, was observed. Findings suggest that ACEs have a detrimental impact on college students' mental health. Results highlight the potential benefits of ACE-informed interventions that target TB and PB to countervail SI in college students.</p> <p>Keywords: adverse childhood experiences, college students, mental health</p>

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### 6th form researchers contributing to a school improvement process

Author	Abstract
Dave McPartlan; University of Cumbria PhD student (yr3)	<p>The purpose of this research was to investigate the efficacy of a whole school mental health strategy. It involved an ex-teacher who is now a PhD student, who worked with co-researchers who were volunteers from the school's sixth form. This qualitative study was conducted as a youth participative action research project (YPAR). It involved sixth form students meeting with younger students, on a weekly basis, to answer the following research questions:</p> <ul style="list-style-type: none"> <li>- What do we understand mental health to be?</li> <li>- How does the school support the mental health of young people?</li> <li>- What could the school do better to look after young people's mental health?</li> </ul> <p>The aim of the research is to improve the school's mental health strategy, the majority of the data has been collected and is in the process of being analysed. However, a major outcome from the research process has been the impact this research has had on both the co-researchers and the younger participants. From initial analysis, the benefits they have gained from this include increased confidence and empowerment. As a result of this work a number of the participants also reported that their involvement benefited their mental health.</p> <p>Future work is planned that aims to develop the process into a sustainable model that schools can adopt as a way of enabling students to contribute to school improvement via research. As part of this there will be a focus on outcomes for the participants that will include how it impacts upon their mental health.</p> <p>Key words: YPAR processes mental health</p>

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## Help-seeking in adolescence: How does stigma mediate the relationship between mental health literacy and intended help-seeking?

Author	Abstract
Claire Goodfellow, University of Glasgow	<p>Objective: Rates of mental health problems are increasing among adolescents, despite this, only a fraction seek help. Increasing adolescent mental health literacy (MHL) has been a key approach to increase help-seeking. However, there remains a gap between knowledge and intention to seek help, and there is evidence that stigma is a deterrent to help-seeking in an adult population. Unfortunately, less is known about the role stigma plays in adolescent help-seeking, and whether or not it mediates the relationship between MHL and help-seeking. This research aimed to examine how specific forms of stigma, and MHL interact to influence intended help-seeking.</p> <p>Methods: A cross-sectional survey was used to collect data from young people in schools across Scotland (n=734). Data were analysed using Structural Equation Modelling to investigate relationships between mental health literacy, stigma and help-seeking. Analyses were also undertaken to examine whether there were any group differences based on age, gender, and SES.</p> <p>Results: Different forms of MHL were differentially associated with help-seeking. While knowledge of effective treatment promoted help-seeking; knowledge of what is and what is not a mental health problem was associated with reduced help-seeking intention.</p> <p>Perceived stigma from parents was the only form of stigma which mediated the relationship between MHL and intended help-seeking. This was also the only stigma variant to have a direct effect on intended help-seeking. There was no effect of age, gender or SES. Conclusions: For MHL to be most effective in increasing help-seeking among adolescents it is suggested that interventions be focused on treatments for mental health problems, rather than simply raising awareness of mental health problems. Given that perceived stigma from parents mediated the relationship between MHL and intended help-seeking it is suggested that MHL interventions include both parents and adolescents, and that formal help be available to adolescents that does not require the consent of parents.</p>

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## Exploring the mental health and well-being of children engaged in trauma informed one to one singing

Author

Abstract

Emily Foulkes,  
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### Objective

To explore the potential impact on mental health and well-being of one to one (trauma informed) singing sessions for children with ACEs (Adverse Childhood Experiences)

### Methods

This was a mixed methods study carried out by a practitioner-researcher. Following a comprehensive literature review, 10 one-hour sessions were delivered with 5 children, in two schools (Primary and Secondary). Participants were selected with purposive sampling (i.e referred to the programme). Baseline and follow up data about emotional systems and executive functions was captured using an online tool called Motional. Field notes were kept and children completed a short questionnaire. Thematic analysis was undertaken to triangulate data.

### Results

The results showed overall a 28.6% increase in pro-social systems (CARE, SEEKING and PLAY) and a 12.4% decrease in social defence systems (FEAR, RAGE, PANIC/GRIEF). Overall there were increases in executive functions, with confidence and self-esteem the most significant. All children reported they felt safe and listened to, noticed improvements in their voice and felt they had been able to develop their ideas. The following themes emerged;  
Voice for Expression vs Singing for Regulation  
Importance of Play, Playfulness and Co-creation  
Relational and Empathy Skills – Creating a Nurturing Environment of Safety and Acceptance

### Conclusions

Working with children and young people with ACEs is complicated and varied. However there are principles which can be adopted to support Trauma Informed practice. Singing and voice work can be highly effective for the expression of emotions and for supporting regulation. This way of working could open up possibilities for children and young people experiencing trauma to reap the benefits of using their voice and singing in ways that they perhaps didn't think possible.

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## Co-production as an emerging methodology for developing school-based health and wellbeing interventions with

Author	Abstract
Hayley Reed, DECIPHER, Cardiff University, Wales	<p>Increased support for stakeholder co-production has led to a growing number of school-based co-production studies, but co-production types and processes vary. To provide clarity, this project developed theory for the co-production of school-based health interventions through a mixed-methods study with two sequential phases.</p> <p>Phase 1 built theory through a systematic review of co-production studies. The review described three types, with the system-level capacity building type chosen for phase 2. This was because located studies provided a strong evidence base to develop theory from, and it led to stakeholders' health priorities being delivered more often than other types. This involved the establishment of Research Actions Groups (RAGs) with multiple stakeholders, including a facilitator, that developed school-specific health plans.</p> <p>Phase 2 refined theory by developing RAGs in two diverse secondary school cases. A process evaluation assessed the delivery and functioning of co-production, and the validity of plans. Successful implementation in schools was due to intervention alignment with needs and duties, intervention flexibility, and the redistribution of resources. Further, the intervention adequately resourced, guided and empowered RAGs to share problem-setting decision-making. However, school differences between intervention embeddedness and support for student wellbeing and voice were found. This resulted in plan priorities being adopted in one school but not the other. Challenges were also found in both schools with engaging families and undertaking problem-solving decision-making. Refinements to the theory addressed school challenges.</p> <p>Articulating co-production types and theory provides a useful step in understanding how co-production can be used with secondary school stakeholders to develop interventions.</p>

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## Session D: Key groups

### Dating Violence and Mental Health among Young People in India

Author	Abstract
Devika Gupta, Sangath India & London School of Hygiene and Tropical Medicine	<p>Dating violence is a form of Intimate Partner Violence that includes emotional and sexual abuse, controlling behaviours, and physical violence, typically emerging during adolescence. Mental health effects of dating violence include substance use, depression and anxiety, trauma, eating disorders, and suicidal thinking.</p> <p>Aim: To understand dating violence experienced by young people in India, to inform the development of a prevention intervention.</p> <p>Objectives: (1) To examine the ways in which young people experience and cope with dating violence, and (2) To assess the support needs of young people who experience dating violence, including desired outcomes.</p> <p>Design: A qualitative study conducted in 6 colleges in Goa, India. We conducted in-depth interviews with 42 college students aged 18-24 years, 10 teachers, and 7 counsellors; and 1 Focus Group Discussion with 11 teachers, and one with 6 counsellors.</p> <p>Results: Student themes include expectations from partner, experiences and patterns in dating relationships, dating violence and coping, and seeking help. Teacher themes include attitudes towards dating relationships, conflict and dating violence, and role of teachers and colleges. Counsellor themes include attitudes towards dating relationships, conflict and dating violence, and mental health needs of students facing dating violence. Thematic analysis of transcripts is ongoing.</p> <p>Discussion: Dating violence, especially emotional violence, is a common experience for young people, who struggle to see signs of such behaviour in their partners, and lack safe home and school environments to disclose violence and seek help. Peer-led identification and intervention can prevent violence. College-based and family components can strengthen violence and mental health responsiveness.</p> <p>Keywords: young people, dating violence, mental health</p>

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### Lessons from the field: Facilitating meaningful youth participation in a multi-site, longitudinal qualitative study on the

Author	Abstract
Shauna Hill, Jigsaw – The National Centre for Youth Mental Health, Ireland and Karen Butler, Jigsaw - The National Centre for Youth Mental Health, Ireland	<p>The primary aim of this presentation is to describe youth participation in a longitudinal qualitative study examining the potential impact of the COVID-19 pandemic on youth mental health. The levels of youth participation across the study, challenges and benefits of engaging young people in research, and recommendations for engaging and retaining young people in future research are outlined. In this study, youth participation was facilitated along a continuum, with young people (aged 12-25 years) engaged as consultants, participants and researchers in three sites across Canada and Ireland. This presentation will focus on youth participation in the Irish site. Young people were consulted on recruitment materials, interview schedules and dissemination strategies. Participants engaged in up to three interviews across one year, whilst youth researchers coordinated recruitment, conducted data collection and analysis, and are engaged in dissemination. The benefits of youth participation included maintaining a youth-centered approach, reducing the participant-researcher power imbalance, and improving dissemination. Challenges included attending to the researchers' training and supervision needs. Future research would benefit from evaluating the impact of youth participation in research studies. This manuscript is currently being written up for publication in a peer-reviewed journal.</p>

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## Deriving continuous resilience scores from multiple exposure and psychopathology dimensions in a high-risk youth sample

Author	Abstract
Harriet Cornwell; Department of Psychology, University of Bath, UK	<p><b>Background:</b> The concept of resilience stems from the observation that many people demonstrate positive mental health and intact functioning despite having experienced adversity. A significant limitation of resilience research is a lack of consensus on how to define and operationalise resilience. To try to overcome this, the current study used data-driven methods to derive continuous, multidimensional resilience scores using data collected from a subsample of young people who took part in the multi-site FemNAT-CD study. A secondary aim was to examine how our resilience scores were related to demographic data.</p> <p><b>Methods:</b> Data from 633 children and adolescents were used (<math>M_{age}=13.49</math>, 61% female). Two exploratory factor analyses were conducted on data that assessed exposure to adversity and trauma (e.g., physical abuse) and lifetime psychopathology. Factor scores were weighted by variance explained and aggregated (separately for adversity and psychopathology). An individual resilience score was then derived by regressing lifetime adversity exposure against lifetime psychopathology and quantifying the individual distance along the psychopathology dimension from the regression line. We then tested for associations between our resilience scores and demographic variables (e.g., age).</p> <p><b>Findings:</b> There were no sex differences in resilience scores. Furthermore, resilience was negatively correlated with age (<math>r_s=-.13</math>), and positively correlated with IQ (<math>r_s=.12</math>) and socioeconomic status (<math>r_s=.13</math>).</p> <p><b>Discussion:</b> Overall, we anticipate that this novel, data-driven approach will provide a more consistent way of defining and operationalising resilience in future research. In future studies, we will use these resilience scores to investigate the brain correlates of resilience in an overlapping sample.</p>

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## At-risk girls' experiences of drawing on social support

Author	Abstract
ola.demkowicz@manchester.ac.uk	<p><b>Objective:</b> The current study set out to explore how at-risk early adolescent girls who are experiencing emotional symptoms draw on the people around them for support. Research points toward higher rates of emotional symptoms and disorders among girls and women, and recent evidence indicates that prevalence is increasing among adolescent girls. Such findings warrant exploration of the ways that this group respond to these feelings and thoughts, including how they draw on the people around them for support. <b>Methods:</b> Interpretative phenomenological analysis was used to explore lived experience and sense-making. In-depth interviews were conducted with three early adolescent girls, aged 12 years, who described experiencing emotional symptoms and exposure to multiple sources of possible stress. <b>Findings:</b> Three themes were developed to capture the way that participants drew on those around them: (a) Mapping the emotional support network, wherein participants indicated a preference for informal avenues of support and described drawing on these selectively based on relational qualities and perceived availability; (b) releasing symptoms through talk, which captures the sense of distance that participants described when verbalising their emotional symptoms to others; and (c) others as protectors, whereby for those experiencing high levels of day-to-day stress, meaningful connections with trusted others can be thought of as protective against the wider challenges one faces. <b>Conclusions:</b> Findings offer several implications for how resources can be used to strengthen informal social support systems for early adolescent girls, including actively facilitating the mapping out of available support and promoting skills and knowledge among family and peers. Findings also prompt consideration as to how formal avenues of support could be made more appealing by learning from what informal relationships offer in relational qualities. More research is needed to explore how this group responds to emotional distress, including how they draw on available support and resources.</p>

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Dr Ola Demkowicz



## A Thematic Analysis of Young People's Views on Access to and Engagement with Mental Health Services

Author	Abstract
mayhewmanistrel1@cardiff.ac.uk	<p><b>Background:</b> At a time of increasing prevalence rates of mental illness among young people, services are failing to sufficiently support transition between services or those presenting with sub threshold needs.</p> <p><b>Aims:</b> To examined young people's perspectives on access and engagement with services. How the treatment gap can be bridged, looking at the potential of a Youth Information Advice and Counselling model (YIACS).</p> <p><b>Method:</b> Community-based action research methods were used. One to one semi structured interviews and focus groups, were coded using thematic analysis. Themes derived from the data included; Barriers to accessing services, developing youth friendly services; Multiuse spaces, fear of discrimination, age appropriate services and causation.</p> <p><b>Results:</b> Young people perceive stigma and discrimination as a significant barrier. Suggestions to improve engagement with services included flexible, integrated services in community settings. Incorporating arts, music and sports in treating sub threshold presentations of anxiety and depression. Young people appreciate non-judgemental practitioners. Workers that can assimilate knowledge of mental health practice combined this with authentic participation can contribute to service development.</p> <p><b>Conclusions:</b> Age appropriate care for young people is now a matter of urgency. The YIACS model is well placed to complement the work of CAMHS practitioners. Providing support to young people at the earliest opportunity, addressing sub threshold need. This could contribute to a resolution to the issue of increasing prevalence rates of child and adolescent mental health illness, it is encouraged that local commissioners support partnership building in this area. Participation in service development is beneficial, both to participants and organisations, but requires systematic implementation (Day, 2008). Further research is needed to evidence how this is beneficial to service users, measuring the impact this has on young peoples recovery from mental health illness.</p>

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## Session E: Key groups

### Experiences of parents of children with language needs accessing mental health support for their children

Author	Abstract
hannah.hobson@york.ac.uk	<p><b>Background:</b> Children with speech, language and communication needs (SLCN) are overrepresented in mental health settings and at greater risk of poor mental health outcomes. Little is known about how mental health interventions are received and accessed by children with SLCN. We investigated the experience of parents getting help for their children's mental health, focusing particularly on children with Developmental Language Disorder (DLD). <b>Methods:</b> Our project had two stages. We first conducted a survey of parents of children with SLCN about support they had sought for their child's mental health. 67 parents responded to our survey, including parents of children with DLD, Autism Spectrum Disorder, hearing problems, verbal dyspraxia and global intellectual difficulties. We then conducted semi-structured interviews with 9 parents of children with DLD, drawn from our survey sample. <b>Findings:</b> Over half of parents in our survey reported being very concerned about their child's mental health. Content analysis revealed recurrent reports of experiencing inappropriate interventions, and lack of professional knowledge about their child's communication needs. Thematic analysis of our interviews of DLD parents developed themes of: the effect of language problems on presentations of mental health problems; the role of the school environment; the role of professionals; typical approaches and interventions may not be appropriate; and the role of and impact on parents. <b>Discussion:</b> Many parents of children with SLCNs report worrying about their children's mental health, and also report negative experiences seeking and receiving help. We outline suggestions for improving mental health support for children with SLCN and DLD.</p>

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### The impact of the COVID-19 pandemic on the mental health of shielded children and children living in shielded households in Wales: A population-based data linkage study

Author	Abstract
Laura Cowley, Public Health Wales, Wales	<p><b>Background:</b> The Coronavirus Disease 2019 (COVID-19) pandemic has had a detrimental impact on children's mental health. Shielded children or those living with a shielded person may be particularly susceptible to mental health difficulties arising as a result of strict public health restrictions. However, studies examining mental health outcomes in these children are lacking. This study aims to address this evidence gap.</p> <p><b>Methods:</b> The COVID-19 Shielded Patient List was linked to demographic and healthcare datasets within the Secure Anonymised Information Linkage (SAIL) databank, to construct three cohorts of children aged 2–17: 1) shielded children 2) children living with a shielded person and 3) a general population comparison group of children not advised to shield or living with a shielded person. Read and ICD-10 codes were used to identify children with a primary or secondary care record relating to anxiety/depression, before and during the pandemic. A multivariable Cox regression analysis was conducted to determine hazard ratios (HR) for first presentation of anxiety/depression during COVID-19, with 95% confidence intervals (CI).</p> <p><b>Findings:</b> After adjusting for sex, age, deprivation, rurality, and past history of anxiety/depression, shielded children were at higher risk of experiencing anxiety/depression during the pandemic compared to the general population group (HR 2.26, 95% CI 1.92–2.65, <math>p &lt; 0.001</math>) but there was no significant difference between children living in shielded households and the general population group.</p> <p><b>Discussion:</b> The COVID-19 pandemic had a negative impact on the mental health of shielded children. Services for shielded children should focus on supporting their mental health as well as their physical health.</p>

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## Adverse childhood experiences and child mental health: an electronic birth cohort study

Author	Abstract
Emily Lowthian; Cardiff University, UK	<p><b>Background</b></p> <p>Adverse childhood experiences (ACEs) are negatively associated with a range of child health outcomes. In this study, we explored associations between five individual ACEs and child mental health diagnoses or symptoms. ACEs included living with someone who had an alcohol-related problem, common mental health disorder or serious mental illness, or experienced victimisation or death of a household member.</p> <p><b>Methods</b></p> <p>We analysed data from a population-level electronic cohort of children in Wales, UK, (N = 191,035) between the years of 1998 and 2012. We used Cox regression with discrete time-varying exposure variables to model time to child mental health diagnosis during the first 15 years of life. Child mental health diagnoses include five categories: (i) externalising symptoms (anti-social behaviour), (ii) internalising symptoms (stress, anxiety, depression), (iii) developmental delay (e.g. learning disability), (iv) other (e.g. eating disorder, personality disorders), and (v) any mental health diagnosis, which was created by combining externalising symptoms, internalising symptoms and other. Our analyses were adjusted for social deprivation and perinatal risk factors.</p> <p><b>Results</b></p> <p>There were strong univariable associations between the five individual ACEs, sociodemographic and perinatal factors (e.g. gestational weight at birth) and an increased risk of child mental health diagnoses. After adjusting for sociodemographic and perinatal aspects, there was a remaining conditional increased risk of any child mental health diagnosis, associated with victimisation (conditional hazard ratio (cHR) 1.90, CI 95% 1.34–2.69), and living with an adult with a common mental health diagnosis (cHR 1.63, CI 95% 1.52–1.75). Coefficients of product terms between ACEs and deprivation were not statistically significant.</p> <p><b>Conclusion</b></p> <p>The increased risk of child mental health diagnosis associated with victimisation, or exposure to common mental health diagnoses, and alcohol problems in the household supports the need for policy measures and intervention strategies for children and their families.</p>

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### Associations between trauma, mental health and service access in care-experienced young people and their peers: Evidence from the Great British mental health surveys

Author	Abstract
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Rosie McGuire; Department of Psychology, University of Bath, UK	Mental health struggles significantly impact the lives of young Canadians. The need for timely, and appropriate mental health support is especially vital for youth from Canada's equity-seeking communities, who are disproportionately affected by systemic inequities shaping access to, and experiences of, existing mental health services. There is a considerable dearth of research on integrated services, which embrace greater community engagement and cross-disciplinary partnerships than most traditional mental health resources. This study aims to augment the existing pool of research on integrated mental health services for people aged 12-25 and inform more equitable mental health service delivery practices in a Canadian context.
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This presentation shares results from a qualitative multi-method research study informed by grounded social ecology theory with an anti-oppression focus. A Joanna Briggs scoping review was completed on Wiley, SAGE Journals, and PsychInfo to identify and synthesize current knowledge of integrated youth mental health care models in Canada. Information was also collected as part of an ongoing, inductive environmental scan including semi-structured interviews with service providers and young clients to centre key informant perspectives on establishing, maintaining, or accessing integrated mental health services. Preliminary findings point to young service users' desire for service co-creation, where they are treated not just as patients but as partners. Young people voiced their appreciation for integrated and streamlined resources, where services ranging from peer support to sexual health counselling can be accessed in the same place. The importance of targeted resources, and the provision of tailored services to youth based on their intersectional identities, were also consistently emphasized.

(mental health, best practices, integrated service delivery)

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### Promising directions in integrated youth mental health service delivery: A Canadian review

Author	Abstract
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Jenny Li and Katie Aubrecht St. Francis Xavier University, Canada	Mental health struggles significantly impact the lives of young Canadians. The need for timely, and appropriate mental health support is especially vital for youth from Canada's equity-seeking communities, who are disproportionately affected by systemic inequities shaping access to, and experiences of, existing mental health services. There is a considerable dearth of research on integrated services, which embrace greater community engagement and cross-disciplinary partnerships than most traditional mental health resources. This study aims to augment the existing pool of research on integrated mental health services for people aged 12-25 and inform more equitable mental health service delivery practices in a Canadian context.
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(mental health, best practices, integrated service delivery)

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## Session F: Social connections

### Testing the Success of an Intervention to Reduce Loneliness and Improve Mental Health for Young People with Mild to Moderate Mental Health Problems

Author	Abstract
<p>Yu Wei Chua, Glasgow Association for Mental Health, Scotland</p>	<p>Background: Young people experiencing mental health issues tend to experience loneliness and social isolation. This study aims to test the effectiveness of a community-based group programme on improving loneliness, depression and anxiety, and how it does this.</p> <p>Research questions: Does group participation lead to improvements in (1) loneliness and (2) mental health outcomes? Are effects of the group on loneliness mediated by mental health outcomes (or vice versa), or mediated by effects on mental health or loneliness (where appropriate), related psychological constructs and wider community involvement, or engagement with group participants?</p> <p>Methods: Young adults aged 16-25 referred to Glasgow Association for Mental Health's Young Adult Wellbeing Service, assessed to be suitable for group support, were included. This is a longitudinal quasi-experimental study design comparing group participants (N=30) and controls (N=30, those who declined support) at baseline, 4-months after starting the group, and at the end of the 6-months group. Measures were assessed using a questionnaire on a smart device. Mental health outcomes were depression, anxiety and wellbeing recovery. Personal self-esteem, self-efficacy, and rejection sensitivity were the psychological constructs considered as potential mediators. Linear mixed-effect models will be used to assess changes in both groups in outcomes and potential mediators from baseline to follow-up, and conditional process analysis (Hayes, 2013) to assess mediating effects.</p> <p>Discussion: 26 young adults (5 controls) have completed the baseline questionnaire so far. Our results will help understand how enhancing social wellbeing might contribute to better mental health outcomes, and help design effective, developmentally appropriate community interventions for young people.</p>

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### Community perspectives on preventing adolescent substance use and misuse using a sports-based platform in India

Author	Abstract
<p>soumya.singh @sangath.in</p>	<p>Introduction: Adolescents in India begin using substances as early as 13-15 years of age and about 13.1% of people with harmful use are under the age of 20. Recent evidence suggests that sport could improve adolescent wellbeing through its focus on organised activities, social engagement and support through peers, coaches and the family. Design and Methodology: The current project is a mixed-methods study that explores the potential of using sports to prevent substance use. We conducted in-depth interviews with adolescents (N=50) and parents of adolescents (N=15) aged 10-20 years to understand attitudes and perspectives towards adolescent substance use and its prevention. Prevalence of substance use and sports activity was assessed using a cross-sectional survey. Additionally, we set up a local expert group (N=20) to co-produce a preliminary intervention framework. Data was analysed using descriptive statistics and framework analysis. Results: Adolescents were most active at the age of 15 years after which sports activity declined. The most commonly used substances were alcohol, tobacco and cannabis. 84% of adolescents first tried alcohol and 37% were under the age of 18 years at the time of first use. Distress, early initiation, pleasant experience, lack of assertiveness, pressure to socialize and social disadvantage were identified as priority risk factors. Alternate pursuits, positive parental attitudes, having a support system, healthy peer relationships, and having refusal skills were identified as priority protective factors. Conclusion: Stakeholder perceptions serve as the groundwork for the development of a contextually relevant sports-based substance use prevention intervention. #adolescents #addictionsresearch #LMICs</p>

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## Designing an adolescent substance use prevention program in a sports-based setting in India

<i>Authors</i>	<i>Abstract</i>
Urvita Bhatia; Sangath Goa and Oxford Brookes University; India & UK	<p>Background: Universal prevention programs can reduce the initiation of substance use in young people, but there is inadequate evidence from low-resource settings on prevention interventions. We aim to design a contextually-appropriate prevention intervention for substance use initiation in India, and in the current study, we conducted a qualitative study to address key intervention development questions. Methods: We conducted semi-structured interviews with experts in the area of addictions and adolescent health (N=15) and sports (N=10). Additionally, we set up a sport-for-development intervention development group (N=12) to co-produce a preliminary intervention framework. Data was analysed using framework analysis. Results: Substance use was reported to start in a social context, e.g. with peers, with the experimental use of alcohol and tobacco, followed by drugs. Early substance use was seen to happen in binges, not in a continuous manner. The influence of factors e.g. families and peers as key agents of socialisation were seen to be dependent on the stages of development, with the family playing a key role in early adolescence, followed by peers in middle-to-late adolescence. Potential intervention components recommended included developing alternatives, building emotional resilience, self-image, self-esteem and life skills, raising awareness and increasing coping resources. Sport was perceived to be a unique and appealing community platform for an intervention, providing an opportunity for harnessing the potential of multiple positive mechanisms of health behaviours in young people. Conclusions: Our study will inform the development of a contextualised prevention intervention, with evidence of appropriateness, feasibility and acceptability. #sportsfordevelopment #adolescents #addictionsresearch</p>

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## Visiting GP more: coping with loneliness and chronic health issues

<i>Authors</i>	<i>Abstract</i>
Dragana Vidovic, University of Essex, UK.	<p>Loneliness has been linked to an increase in health care usage. This finding is primarily based on the studies of elderly population, showing that elderly who are lonely tend to visit their health care professionals more than elderly who are not lonely. While some research exists on the usage of health care services by this age group, less is known about young and lonely individuals and their reliance on health care services. In the current paper, we examine the prevalence of loneliness and health care usage across different age cohorts in a newly collected data from the Republic of Srpska (Bosnia and Herzegovina), a rarely studied case in the public health literature. The data are collected on 1231 individuals aged 16-86 and above during the month of May 2021, with information on COVID-19 related stressors, social networks, depression, anxiety, wellbeing and health and social care usage. Overall, the findings indicate that health care usage increases with an increase in loneliness score across all age groups. Negative binomial model results indicate that overall, those aged 25 and above are significantly more likely to visit their GP (general practitioner) when compared to young people (16-24). The increase in health care usage appears to be driven by the presence of chronic mental and physical health conditions. We further examine and discuss the extent to which significant association between loneliness, anxiety and depression found among young age group in our sample presents a risk for developing a chronic health condition in the future.</p>

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## Session G: Specific conditions

### Anxiety, stress, and binge eating tendencies in adolescence: a prospective approach

Authors	Abstract
Michele C Lim, University of Oxford, UK	<p><b>Background</b> Recent years have witnessed an increasing prevalence of binge eating tendencies in adolescence—warranting a clearer understanding of their predisposing and precipitating factors. The current study investigated whether the interaction between high levels of anxiety and stress predicted elevated binge eating tendencies in a prospective adolescent cohort (N = 324).</p> <p><b>Methods</b> Measurements were taken over three waves (M ages: 13.33, 14.48, 15.65) as part of the CogBIAS Longitudinal Study. Longitudinal associations between anxiety and stress with binge eating tendencies were estimated using a random intercept cross-lagged panel model (RI-CLPM), which calculates within-person fluctuations over time while accounting for trait-like stability and between-person variations. Binge eating tendencies were measured by the Three-Factor Eating Questionnaire-R18 subscales: Cognitive Restraint, Uncontrolled Eating, Emotional Eating. Two RI-CLPMs were created for each binge eating tendencies variable: (1) a basic RI-CLPM with anxiety and stress as independent variables; (2) an interaction RI-CLPM with an additional anxiety*stress interaction term. Model fit was assessed by SEM fit indices: X<sup>2</sup>, CFI, NFI, TLI, RMSEA, SRMR. Superior model fit was ascertained by a chi-square difference test (<math>p &lt; .05</math>).</p> <p><b>Findings</b> For Cognitive Restraint, the interaction model demonstrated superior fit to the data (<math>p &lt; .05</math>). The anxiety*stress interaction at Waves 1 and 2 was significantly negatively associated with Cognitive Restraint at Waves 2 (<math>\beta = -0.18</math>, <math>p = .002</math>) and 3 (<math>\beta = -0.14</math>, <math>p = .002</math>)—suggesting that anxiety and stress interacted to predict increased binge eating tendencies linked with cognitive restraint over and above their independent effects. In contrast, the interaction term between anxiety*stress did not predict levels of Uncontrolled Eating or Emotional Eating over time.</p> <p><b>Conclusions</b> The results highlight the importance of increasing awareness of the interaction between concurrently high anxiety and stress as a potential risk factor for binge eating tendencies in young people.</p> <p><b>Key words</b> eating disorders, binge eating, anxiety</p>

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### **“We’ve been in lockdown since he was born”: A mixed-methods exploration of the experiences of families caring for children with intellectual disability during the Covid-19 pandemic in the UK**

#### *Authors*

#### *Abstract*

Jeanne Wolstencroft, The Great Ormond Street Institute of Child Health, University College London, London, England

**Objectives:** This study aimed to explore the experiences of parents caring for children with intellectual and developmental disability (IDD) during the UK national lockdown in spring 2020, resulting from the Covid-19 pandemic. **Design:** Participants were identified using opportunity sampling from the IMAGINE-ID national (UK) cohort, and completed an online survey followed by a semi-structured interview. Interviews were analysed using thematic analysis. **Setting:** Interviews were conducted over the telephone in July 2020 as the first UK lockdown was ending. **Participants:** 23 mothers of children with intellectual and developmental disabilities aged 5 to 15 were recruited. **Results:** Themes reported by parents included: managing pre-existing challenges during a time of extreme change, having mixed emotions about the benefits and difficulties that arose during the lockdown, and the need for appropriate, individualised support. **Conclusions:** Our findings confirm observations previously found in UK parents of children with IDD and provide new insights on the use of technology during the pandemic for schooling and healthcare, as well as the need for regular check-ins.

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### **Mental health traits across childhood and adolescence: Associations with impairment ratings and mental health diagnoses**

#### *Authors*

#### *Abstract*

Jala Rizeq; University of Glasgow; Scotland

**Background:** This study explores the changing associations among mental health traits, both externalizing and internalizing, across childhood and adolescence, and their relative impact on impairment ratings and mental health diagnosis.

**Method:** We used cross-sectional data from a community-based study in Ontario, Canada with 5,296 participants between the ages of 6 and 18 years. Participants completed measures assessing mental health traits across the following domains: inattention, hyperactivity, impulsivity, obsessive and compulsive behaviour, autism, irritability, anxiety, and depression. They also reported on the level of perceived impairment and the presence of a diagnosed mental health condition, in addition to sociodemographic factors. Our statistical approach to cross-sectional comparisons includes correlational, regression, and analysis of variance tests.

**Expected results:** Preliminary results show that older age groups report highest mental health concerns across the various domains. It also appears that the pattern of associations between mental health traits and impairment ratings changes with age. In our next set of analyses, we expect to find that the prevalence of diagnoses will be higher in older as compared to younger age groups. We will further explore which domains of mental health predict higher impairment across the age groups, and whether impairment significantly accounts for the presence of a diagnosis, above and beyond symptom count.

**Current stage of work:** We are working through the planned statistical analysis.

**Discussion:** This study informs us about the timing when additive and unique effects of certain mental health traits are most impairing, which will help us tailor our mental health assessment and intervention to the needs of children and young people.

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## The mediating roles of mental health and substance use on suicidal behaviour among undergraduate students with ADHD

### Authors

### Abstract

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**Background:** The current study evaluated the prevalence of suicide ideation (SI), plans and attempts, and non-suicidal self-injury (NSSI) among students with attention deficit hyperactivity disorder (ADHD). The mediating effects of depression, anxiety, alcohol and substance use on the association between ADHD and suicidal behaviours and NSSI were also explored.

**Method:** Participants were first-year undergraduate students (n=1829) recruited as part of the World Mental Health International College Student Initiative. Participants completed validated measures online, including; The Adult ADHD Self-Report Scale, The Patient Health Questionnaire, The Generalised Anxiety Disorder Assessment, The Alcohol Use Disorders Identification Test, Alcohol, Smoking and Substance Involvement Screening Test and The Self Injurious Thoughts and Behaviours Interview. Mediation analyses were conducted using Mplus v.7.31.

**Findings:** A high prevalence of ADHD was observed within the current sample (27.2%). Rates of suicidal behaviours and NSSI were between two and three times higher among students with ADHD than those without ADHD. Mediation analyses indicated that ADHD both directly and indirectly increased the risk of suicidal behaviours and NSSI. ADHD indirectly increased the likelihood of suicidal behaviours and NSSI through depression. Furthermore, ADHD and the covariates age and gender had indirect effects on suicidal behaviours through substance use.

**Discussion:** The findings indicate that upon university entry, students with ADHD present an elevated risk for suicidal behaviour and NSSI. Furthermore, specific predictors of risk were identified for students with ADHD, which may inform the development of more targeted mental health and suicide prevention strategies across campuses.

**Keywords:** college students, ADHD, suicide

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## Interrater agreement among parent-, teacher-, and self-reported attention deficit hyperactivity disorder (ADHD) as

### Authors

### Abstract

Hei Ka Chan,  
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**Background:** The study explored the interrater agreement among parent, teacher, and child from informant rating scale in ADHD and the relationship among informant characteristics, informant agreement and ADHD diagnosis. **Method:** We used the data from the 2004 United Kingdom Mental Health of Children and Young People survey, including 7977 children aged 4-17, to investigate cross-informant agreement among parents, teachers, and children on the Hyperactivity subscale of Strengths and Difficulties Questionnaires (SDQ). The cross-informant agreement of the subscale and on item-level were examined using the SDQ three-band categories. The three categories among three informants were recoded into agreement/disagreement pairs and this binary logit was regressed on the covariates from demographics. Further analyses on how demographic variables and level of agreement could predict ADHD diagnosis were examined through another logistic regression. **Results:** Cross-informant agreement between any two pairs of informants was low (Krippendorff's alpha = .228 - .348) in the SDQ subscale. Results from binary logistic regression showed moderate to high prediction of ADHD diagnosis and high to very high prediction of no ADHD diagnosis by including level and agreement among informant compared with using SDQ and/or covariates only. **Conclusion:** The model suggested the cautious inclusion of additional information, i.e., demographic covariates, the SDQ classification, and the level of agreement among informants, would predict more accurately of the presence of ADHD diagnosis.

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## Session H: Key groups

### Schools training to enhance support for lgbtq+ young people study (STEPS)

<i>Authors</i>	<i>Abstract</i>
Amy Morgan, King's College London, England.	<p>The STEP Study is being co-led with young people looking at how schools and colleges can better support the well-being of LGBTQ+ young people. The primary aims of the study are to identify UK-based LGBTQ+ training available to schools and colleges and what relevance it has to young persons' mental health; and, how this compares to staff training needs identified by pupils and staff. Furthermore, to understand systemic influences on training uptake by schools and colleges and identify ways to encourage uptake. This is a qualitative study which involves interviewing and running focus groups with young people (aged 13-19), school staff and training providers. The data will be analysed using thematic analysis. Our preliminary findings have shown various barriers to implementing training including lack of time, funding, and support from senior leadership teams, as well as difficulties with reaching rural schools. Furthermore, it has been suggested that training can be improved through having a whole school approach, listening to young people's perspectives, and ensuring continuity in LGBTQ+ training. Our preliminary findings also highlighted various skills gaps for staff including lack of confidence in addressing LGBTQ+ issues and a lack of awareness around intersectionality and how to support LGBTQ+ young people who share other marginalised identities. We are currently in the process of data collection and analysis. We will use our findings to recommend changes to schools training and to plan a larger research project to test out these improvements in terms of their impact on young people's mental health.</p> <p>Key words: lgbtq+, young people, school/college</p>

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### Feeling Well, Feeling Cared For: Mental health training co-produced with young people with care experience

<i>Authors</i>	<i>Abstract</i>
Dr Pearse McCusker, University of Edinburgh, Scotland	<p>This presentation reports on a project co-produced by care experienced young people (CEYP) from 439 West Lothian Champion's Board, academics and partner agencies, which aimed to improve understanding and professional practice around CEYP's mental health.</p> <p>The project used an extended series of workshops in 2020/21 to explore CEYP's experiences of mental health, develop two case studies and commissioned a Research Evidence Summary, which was used to devise a mixed-media 2 hr online training workshop. This was delivered to residential childcare workers, social care and social workers, social care students and corporate partners in five training events West Lothian in Spring 2021. Participants were asked to complete an online questionnaire on the day of the training workshop and invited to repeat it 12 weeks later. Data are being analysed using thematic analysis.</p> <p>Initial findings confirm the extent to which mental health affects CEYP and highlight the significant systemic and micro challenges that limit the availability of holistic and humane support and services. The approach taken by professionals, however, is seen to have a transformative effect and in part mitigate the systemic barriers that exist. The training workshops appear to have significantly improved professionals' knowledge of aspects of CEYP's mental health. The direct role the young people played in co-producing and delivering the training workshops was key to professionals' engagement and to the benefits they and the young people reported from taking part.</p> <p>The project offers a valuable template and approach for co-producing training to increase awareness of CEYP's mental health.</p>

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## Voices of disabled children about their well-being from their level of participation in recreational activities

*Authors*      *Abstract*

Dr Dawn M Pickering      This presentation reports on a project co-produced by care experienced young people (CEYP) from 439 West Lothian Champion's Board, academics and partner agencies, which aimed to improve understanding and professional practice around CEYP's mental health.

The project used an extended series of workshops in 2020/21 to explore CEYP's experiences of mental health, develop two case studies and commissioned a Research Evidence Summary, which was used to devise a mixed-media 2 hr online training workshop. This was delivered to residential childcare workers, social care and social workers, social care students and corporate partners in five training events West Lothian in Spring 2021. Participants were asked to complete an online questionnaire on the day of the training workshop and invited to repeat it 12 weeks later. Data are being analysed using thematic analysis.

Initial findings confirm the extent to which mental health affects CEYP and highlight the significant systemic and micro challenges that limit the availability of holistic and humane support and services. The approach taken by professionals, however, is seen to have a transformative effect and in part mitigate the systemic barriers that exist. The training workshops appear to have significantly improved professionals' knowledge of aspects of CEYP's mental health. The direct role the young people played in co-producing and delivering the training workshops was key to professionals' engagement and to the benefits they and the young people reported from taking part.

The project offers a valuable template and approach for co-producing training to increase awareness of CEYP's mental health.

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## How children and young people in care experience provision for wellbeing and mental health in Wales.

*Authors*      *Abstract*

Bridget Handley, CASCADE, Cardiff University      This project aims to provide an in-depth investigation of the experiential impact of the wellbeing and mental health provision for care experienced children and young people in Wales. The research questions are: What experiences do the child, family and professionals have of wellbeing and mental health provision? How could these services be improved? What recommendations for policy and practice can be drawn from best practice? This qualitative study adopted a creative online approach to foreground the views and experiences of children and young people in care. An innovative Participant Information Clip was developed for gatekeepers to inform potential research recruits. Once the potential participants had shared an interactive introductory meeting with the researcher, they received a creative research toolkit to inspire their preparation for an online discussion about their experiences of wellbeing and mental health provision. Each participant was encouraged to complete a timeline which then provided the structure and content for the discussions. Nineteen children and young people have participated (aged eleven to twenty-six) and thirteen of their professional mentors have been interviewed. A thematic analysis is emerging from the interview transcriptions. To date, potential themes highlight the importance of networks, relationships, communication, the provision of diverse opportunities and the importance of proactive care. The children and young people are motivated to participate as 'they want to make a difference.' Many of them will help develop theme-based performance poems which are evolving from the data and will be recorded in locations across Wales.

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## The mental health and emotional wellbeing of BAME pupils in the UK during the primary-to-secondary school transition:

Authors	Abstract
Emily Cunningham; Abdul Moiz Siddiqi (goes by 'Moiz')	<p>(key words: BAME young people; school; mental health)</p> <p><b>BACKGROUND</b></p> <p>The CESAME project (Culturally Engaged and Sensitive Approaches to Mental Health Education) is exploring opportunities for supporting the Mental Health and Emotional Wellbeing ('MHEW') of young people from Black, Asian and Minority Ethnic ('BAME') groups, during and following the transition between primary and secondary, through a series of co-design workshops. This transition stage is a pivotal moment in the emotional and social development of young people, and their experience of it can have a significant impact on their MHEW. While there is a body of literature which explores what constitutes a 'successful' school transition, and another that looks at the experiences of BAME young people in education, there is limited research looking at the experience of BAME groups during the transition between primary and secondary school, and in particular looking at their MHEW.</p> <p>This paper is an integrative literature review which aims to:</p> <ul style="list-style-type: none"> <li>• Form the literature review of the CESAME project.</li> <li>• Identify and evidence knowledge gaps through a synthesis of existing literature on the intersecting core themes of the CESAME project.</li> <li>• Outline opportunities for further research to improve understanding of this research topic.</li> </ul> <p>These intersecting core themes are:</p> <ul style="list-style-type: none"> <li>• Pupils' experiences of the transition between primary and secondary school.</li> <li>• The experience of young people from BAME groups in the UK and their relationship with their ethnic and cultural background.</li> <li>• The MHEW of young people from BAME groups in the UK.</li> </ul> <p><b>METHODS</b></p> <p>This paper will be an integrative literature review, which will synthesise existing literature on the core themes above in order to establish a body of evidence on the research question. As the CESAME project is being undertaken in a UK context, literature about the UK is being prioritised and forms the bulk of the content of this paper, with international best practice where relevant.</p> <p>The authors feel it important to highlight that the first author on this paper is White British, which is a conflicting positionality with the research topic. In an attempt to mitigate some of the impact this positionality could have on the representation and amplification of the voices of BAME groups in the literature review, its development was undertaken with an ethnically diverse research team using a collaborative, iterative, and reflexive approach. Knowledge exchange sessions were held via zoom with the research team to collate key academic and grey (e.g. blogs, newspapers, charities) literature for the review. Topics were amended through the course of the CESAME project, and themes, interpretations and recommendations of this integrative literature review will be discussed and agreed with the team.</p> <p><b>EXPECTED FINDINGS</b></p> <ul style="list-style-type: none"> <li>• There is very little literature which seeks to understand how BAME young people in the UK experience the primary-to-secondary transition from a MHEW perspective.</li> <li>• While there is a body of literature concerning prevalence of mental health problems broken down by ethnicity in the UK, it fails to identify how mental health problems manifest among the very different groups represented by the BAME acronym.</li> <li>• A synthesis of existing evidence suggests that while the primary-to-secondary transition can be a challenging period socially and emotionally for all pupils, an additional emotional burden borne by BAME young people is the likelihood of experiencing implicit or explicit racism both in the school setting and in everyday life.</li> <li>• However, building a cohesive and robust evidence base is hampered by poorly defined language around BAME groups and MHEW.</li> </ul> <p><b>CURRENT STAGE OF WORK</b></p> <p>Literature research is largely complete and writing of the first draft is under way for planned completion of end of September 2021. A collaborative review of the findings of the paper will be undertaken in October 2021.</p> <p><b>DISCUSSION</b></p> <p>Further areas for research should explore how mental health problems can manifest for young people from different BAME groups, and develop culturally sensitive approaches to supporting the MHEW of these groups. Co-production approaches which bring together BAME community representatives, educators, mental health support services and pupils will be key to ensuring a joined up and sustainable approach to supporting BAME young pupil during this important transition.</p>

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## Session I: Digital research

### Understanding wellbeing and promoting it in secondary schools: a realist evaluation of 'PauseUP'

<i>Authors</i>	<i>Abstract</i>
Simon Johns, Cardiff University Wales	<p>This research intends to provide a deeper insight of how, why, for whom, and in what circumstances a digital resource impacts upon adolescent wellbeing and how this information may assist schools in Wales.</p> <p>The aim is to gain a deeper understanding of what wellbeing means to young people and to evaluate PauseUP in secondary schools settings.</p> <p>A realist approach will be adopted to explore the impact of PauseUP, looking at what works, for whom and in what circumstances.</p> <p>Data will be collected before, during and after the use of the resource. Across four schools, year groups from 7, 8, 9 or 10 will begin using the digital resource during the school day.</p> <p>The mixed-methods data collection will take place in three phases. Phase 1 has been undertaken (wellbeing measures collected and analysed from 565 pupils alongside 11 staff interviews). Preliminary findings have been presented to local authority strategic groups. I am now in discussion with schools and beginning phase 2 which will include a pupil video diary room to gain qualitative feedback on the topic of wellbeing.</p> <p>The results of this study could inform modifications to the design and delivery of the resource to enable a strengthened impact on future wellbeing initiatives. Although improved wellbeing is the primary goal of the resource, the impact on the wider learning environment is also of interest. This highlights the significance of exploring whether and how the resource influences the wider school environment, by looking at learning outcomes and attendance data and through interviews and discussion with teaching staff. With the changing of the curriculum in light of the Donaldson report (2015), health and wellbeing are a key focus area. It is important to provide evidence-based information and tools to equip teachers to reach these targets for when this new curriculum is adopted.</p>

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### Neurolove: Digital social therapy platform providing mental health support to children and young people

<i>Authors</i>	<i>Abstract</i>
Victoria Wray, Chanua Health, England.	<p>NeuroLove was awarded funding through the techforce19 challenge held by NHSx in April 2020. The aim of the study is to explore the application of social therapy with children and young people between the ages of 8-25. The platform has currently been able to provide social therapy sessions to 39 young people and the session data has been collected through post-session feedback forms. To show the young people's development and progress over time, the outcomes are presented in a case study method. The social therapy sessions provided mentoring and low-intensity therapy which led to a reduction in negative experiences surrounding mental health and gave the young people a safe space to talk about their feelings. The platform was also able to provide psychoeducation resources and events. Based on the ongoing success at NeuroLove, we will continue to provide social therapy to young people. Furthermore, previous research has highlighted the barriers that come with the standard method that most psychosocial interventions are delivered. These barriers included cost, accessibility, and stigma. Consequently, the use of digital platforms, non-therapists, and aspects of pre-existing evidence-based interventions allows for social therapy to be a solution which may overcome these barriers. Consequently, more research is needed to establish social therapy as a novel psychosocial intervention.</p> <p>Key words: digital social therapy</p>

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## Social media and mental wellbeing among young people with Type 1 diabetes

<i>Authors</i>	<i>Abstract</i>
Caoimhe Shields & Emma Berry; Queen's University Belfast, Northern Ireland	This study explores young people with Type 1 diabetes' experiences of social media and the helpful and less helpful aspects of this online world. This involved hosting a series of online focus groups. Reflexive thematic analysis was used to analysis the data. Young people with Type 1 diabetes aged 13-20 years (N=20) and parents/guardians and diabetes healthcare providers (N=9) were recruited via social media and with support from diabetes networks/charities. Analysis is ongoing, however, emerging topics from the focus groups encompass the positive and negative aspects of social media. From the perspectives of young people, helpful aspects of social media include facilitating accessible connection with others living with Type 1 diabetes, in a way that is in their control. Conversely, less helpful aspects of social media centred on the negative impact of insensitive or uninformed diabetes-related content from friends or the general public. Additionally, seeing others posting solely positive stories and 'perfect' medical results was often experienced as demoralizing. Diabetes healthcare providers and parents/guardians shared the perception that social media can support peer connection and provides an empowering platform for young people. However, there was recognition that many young people are reluctant to engage with diabetes-related social media content and do not feel comfortable sharing the 'diabetes dimension' of their identity online. While social media has potential to support psychosocial wellbeing in young people with Type 1 diabetes, these findings capture important challenges to consider to ensure that young people can navigate online environments in a safe and confident way.

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## Promoting resilience through blogging: Basis for a blog-based digital mental health intervention for adolescents in low- and middle-income countries

<i>Authors</i>	<i>Abstract</i>
Dennis Howell, Psychreg (United Kingdom) and University of Edinburgh	Resilience has been known to be predictive of anxiety and depressive symptoms, while anxiety and depressive symptoms are associated with suicidal behaviour. There have been a number of studies which explored the dimensions of blogging as a means to marshal mental health support. Therefore, this study aims to provide a framework to be considered in developing future blog-based digital mental health intervention for adolescents in low- and middle-income (LAMI) countries. This aim will be met using two qualitative studies and a pilot experimental study of the adapted blog-based psychoeducation intervention, which will be evaluated through a field experiment. Participants will be recruited from a university in the Philippines. Outcome measures will include scales of anxiety and depressive symptoms (Centre for Epidemiologic Studies Depression scale, CED-S), scales of resilience (Resilience Scale for Adolescents, READ), a social activities checklist, and textual analyses of participants' blogposts. With suicidal behaviour being a global public health dilemma, the implications of this study are threefold: First, this will be the first empirical study which will investigate the efficacy of a blog-based digital mental health intervention for adolescents in LAMI countries. Second, it will build upon previous works on ways to promote resilience among adolescents. Finally, it will form a comparative framework for future research on blog-based intervention.

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## Session J: Schools and other educational settings

### Safeguarding Adolescent Mental Health in India: A protocol for co-design and feasibility study of a school systems intervention targeting adolescent anxiety and depression in India

#### Authors

#### Abstract

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SAMA, informed by the bioecological systems theory, will co-produce and feasibility test a suite of multi-component interventions across schools in Bengaluru and Kolar, IN. We will adopt a person-in-context method tackling mental health (MH) risk factors across the levels of individual, school, home, and community. Our main aim is to reduce the prevalence of Indian adolescents' anxiety and depression. Our interventions will be created via co-production to promote cultural relevance and acceptability of key stakeholders. Building on existing resources where possible, SAMA will provide universal intervention for school-going adolescents, incorporating curriculum and social components; target mental health literacy (MHL) for parents and teachers; will also train teachers for positive practices (PP); target school environment to reduce stigma and improve care in the school community; raise wider community MH awareness by adolescent-led films and social media campaigns. We will then implement and evaluate our interventions in ≈10 high schools, with close attention to training those who deliver them and how to ensure the 'soft landing' of them into these complex settings. We will also produce cost estimates, test outcome measures, and identify pathways to increase research-to-policy. Currently, SAMA is in its co-production phase, working with key stakeholders. Accepting that many risk factors exist in school relationships and culture, SAMA uniquely strives to target not only adolescents but also their school climate, teachers, and parent MHL and teachers PP. Providing SAMA with the potential to make key contributions to the field of adolescent MH with its focus on depression and anxiety prevention—which are common problems in India. We will share the lessons learned to date and our experience of international collaboration.

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### Depression, anxiety and suicidal behaviour among college students: comparisons pre-COVID-19 and during the pandemic

#### Authors

#### Abstract

Margaret McLafferty, Ulster University, Northern Ireland

Background: Many students struggle with psychological problems and suicidal behaviour during their college years. These problems may be even more apparent as a result of the COVID-19 pandemic with the accompanying restrictions and transition to an online learning environment, but few longitudinal studies have been conducted to date. The aim of this study was to compare rates of depression, anxiety and suicidality prior to and during the pandemic, and identify stressors among college students.

Methods: A cross-border study was conducted among students attending Ulster University, Northern Ireland (NI) and Letterkenny Institute of Technology, Republic of Ireland (ROI), as part of the World Mental Health International College Student Initiative (WMH-ICS). Data was collected from first year students in 2019 when they commenced college. A follow up study was conducted in Autumn 2020, with 884 students fully completing the online survey developed by the WMH-ICS in both years. Prevalence rates were compared with weights applied to all analyses.

Results: High levels of mental health problems were found in year 1, especially in the ROI. Levels of depression increased significantly in year 2, particularly among students in NI, however, levels of anxiety decreased. No significant variations were found for suicidal behaviour. Several stressors related to the pandemic were revealed, including increased social isolation, and worrying about loved ones.

Conclusions: This study provides important information for clinicians, practitioners, and educators in relation to student mental health and wellbeing. In particular, the large increase in students with depression in both jurisdictions is of concern. Keywords: Students, depression, suicide

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## Mental Health Literacy of Parents and Teachers of Primary Aged Children: A Systematic Review

<i>Authors</i>	<i>Abstract</i>
Catherine Johnson, The University of Melbourne, Melbourne, Australia	Levels of child mental health literacy, incorporating perceptions and beliefs about mental health problems in children, the appropriate recognition of specific emotional and behavioural problems as mental health problems, beliefs about causes, and identification of effective treatments for these problems, has an important impact of the likelihood of adults offering help and support to children. Relatively little focus has been given to parents, carers and teachers in the child mental health literacy literature (Frauenholtz et al., 2015). The aim of this project was to systematically review and evaluate available evidence relating to child mental health literacy; that is mental health literacy of teachers, parents and caregivers in recognizing and assisting children aged 5-12 years with mental health problems. Findings: The review found that parents and teachers generally demonstrate low level of mental health literacy, particularly when it came to internalizing disorders. The findings have significant applicability to designing educational interventions for parents and teachers of children to help raise awareness of emerging mental health problems in the primary school years. Progress of work: This work is complete, and in draft article format

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## Mental health in Northern Ireland: research priorities for young people aged 11 to 25 years

<i>Authors</i>	<i>Abstract</i>
Carol Rhonda Burns, Ulster University, Northern Ireland	<p><b>Background:</b> Northern Ireland (NI) has the highest levels on mental ill health across the four areas of the United Kingdom. To date, little research has been conducted to engage young people themselves in the research, policy and provision on mental health and wellbeing for young people in Northern Ireland. The aim of this consultation was to gather the opinions of young people aged 11 to 25 years who live in NI about mental health research priorities.</p> <p><b>Methods:</b> A consultation and agenda setting exercise was launched online in January 2021 which invited all 11 to 25 year olds resident in Northern Ireland to submit anonymous responses to the question "In your opinion, what do you think is the most important thing for us to find out about the mental health and wellbeing of young people in NI?". Responses (N= 479) were synthesised into research questions and two focus groups were conducted to discuss the results. Concurrently, a series of free online webinars were held to discuss areas of concern and two policy round table events were held.</p> <p><b>Findings:</b> Young people identified 12 priority research questions themed around health and education highlighting issues around stress at school, accessibility of mental health services and resilience interventions embedded in the school curriculum.</p> <p><b>Discussion:</b> Young people in NI are very engaged in mental health concerns. It is particularly important that research is escalated to establish evidence based changes that can be implemented within the education system and appropriate mental health and wellbeing services to meet needs of young people. Young people themselves are best placed to know what their future research priorities and needs are and should therefore, be at the core of research, policy and provision development and implementation.</p> <p><b>Keywords:</b> Young people; research; mental health</p>

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## Educational and health outcomes among Scottish schoolchildren treated for chronic conditions including ADHD, depression, and neurodevelopmental multimorbidity

### Authors

### Abstract

Dr Michael Fleming

#### Objectives

This study linked Scotland-wide education data to administrative health data to explore associations between childhood chronic ill health (including ADHD, depression and neurodevelopmental multimorbidity) and educational and health outcomes.

#### Methods

Pupil census data and associated education records for 766,244 children attending Scottish primary and secondary schools between 2009 and 2013 were linked to national prescribing data, hospital admissions, death records and retrospective maternity records. We ascertained several chronic conditions including autism and intellectual disabilities from records of special educational need and ADHD and depression through relevant encashed prescriptions and further defined neurodevelopmental multimorbidity as two or more of these conditions co-existing.

#### Results

We identified 0.97% and 0.7% prevalence of ADHD and depression respectively and these children experienced greater school absenteeism and exclusion, increased special educational need, poorer attainment, greater unemployment, and increased hospitalisation after adjusting for sociodemographic and maternity factors. Those treated for depression also had greater risk of death. Among 0.6% of children with neurodevelopmental multimorbidity, autism and intellectual disability was the most common combination. Multimorbidity was associated with increased school absenteeism, school exclusion, low attainment and unemployment with dose relationships evident between number of conditions (0, 1, and 2) and the last three outcomes. Depression was a significant driver of absenteeism and ADHD a significant driver of exclusion whether existing alone or in combination.

#### Conclusions

Children with chronic conditions at school, particularly mental and neurodevelopmental conditions, experience significant educational and health disadvantage; therefore, further work is required to understand the underlying mechanisms and develop effective interventions to reduce their risk. Structuring clinical practice and training around single conditions may fail to address the complex needs of children with multimorbidity who experienced significantly poorer educational outcomes compared to children with one condition and no conditions. Earlier diagnoses and interventions targeting absenteeism and exclusion can minimise adverse outcomes.

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