

5-2024

Mental Health and the Well-Being of Adolescents

Janeice Pamuspusan

Follow this and additional works at: https://digitalcommons.csumb.edu/caps_thes_all



Part of the [Early Childhood Education Commons](#), [Educational Psychology Commons](#), [Health and Physical Education Commons](#), and the [Student Counseling and Personnel Services Commons](#)

This Capstone Project (Open Access) is brought to you for free and open access by Digital Commons @ CSUMB. It has been accepted for inclusion in Capstone Projects and Master's Theses by an authorized administrator of Digital Commons @ CSUMB. For more information, please contact digitalcommons@csumb.edu.

Mental Health and the Well-Being of Adolescents

Janeice Pamuspusan

A Capstone Project for the Bachelor of Arts in Human Development and Family Studies

Introduction

This capstone project focuses on adolescents' mental health and well-being. Before the age of twenty-five 70% of mental health disorders start to develop which is why it's important to teach adolescents ways to improve their mental well-being along with the signs of mental disorders (Kutcher et al., 2008). According to the World Health Organization, many of those adolescents' mental health conditions go unrecognized or untreated. Those illnesses often go unrecognized and untreated because of the stigma that follows mental health including cultural differences. Because of those differences, many adolescents will go into adulthood still struggling with their mental well-being and being unable to cope with life stressors because of the little knowledge they have. Since there is a stigma around mental health there is a need to educate adolescents about mental health and show them ways they can better their mental health. To help inform adolescents about mental health I created a one-day workshop that would educate them about mental health illnesses common in the adolescent years, along with factors that contribute to poor mental health and coping strategies they can use when faced with life stressors. The workshop was taught in a rural community school called Chualar Union School and was taught to early adolescents ranging from the ages of 11-13.

Need Statement

Adolescents are between the ages of ten and nineteen years old, and during that time there are a lot of new changes happening. These types of changes can contribute to stress within the adolescent as they go through puberty and new experiences in their lives. Due to adolescents growing up and experiencing new stressors in their lives, they are at higher risk for developing a

mental health disorder. According to the National Alliance of Mental Illnesses, one in six adolescents experience a mental health disorder, and fifty percent of those become a lifetime mental illness starting by the age of fourteen. The organization also stated that suicide is the second leading cause of death among adolescents aged ten to fourteen. With the statistics from the National Alliance of Mental Illnesses, it is essential to take a deeper look at what might be influencing adolescents and their mental health as well as finding ways to help them have the resources they need to have a positive outlook on life. Creating this workshop will help adolescents become more aware of mental health and how to improve their mental well-being.

The adolescent years can be broken into three stages; early, middle, and late adolescence. Throughout each of the stages, many of those adolescents go through similar changes as they start to develop into adulthood. The main set of changes that adolescents go through are based on biological effects, cognitive, and social effects. The main biological impact adolescents face is known as puberty which is when physical changes start to take place due to the adolescent's new hormones. As for their cognitive development adolescents start to think more about abstract concepts along with hypothetical questions. Adolescents being able to think more abstractly compared to before can influence how they think about themselves. Social transitions also happen during adolescence in which the adolescents seek out romantic relationships along with creating long-lasting relationships with peers. As adolescents go through those changes they start to become more mature as the brain shifts from a child-like mind to a young adult mind.

As adolescents go through new life changes, it can leave them feeling confused and lost on how to deal with certain stressors in their lives. According to the article "Adolescent brain development: A period of vulnerabilities and opportunities" when trajectories are made or altered in one's life it can lead to difficulties in adulthood. When adolescents go through those different

changes in their lives it can negatively affect them mentally. As they learn to cope with the new changes in their lives many of the adolescents can start to feel overwhelmed which could then lead to an adolescent developing a mental illness. According to the U.S. Department of Health and Human Services website they stated that the most common mental health disorders found in the adolescent years were anxiety, depression, and attention deficit hyperactivity. Depression is classified as a mood disorder that causes a persistent feeling of sadness or loss of interest in activities you once enjoyed. Some symptoms adolescents might have if they are experiencing depression are persistent feelings of hopelessness and sadness, lack of energy, appetite changes, and lack of interest in things. Anxiety are many types of disorders that fall into the category of anxiety, the types of anxiety are known as generalized anxiety disorder, panic disorders, phobias, and social anxiety. The symptoms that an adolescent with anxiety might have consist of feelings of nervousness, difficulty controlling worried thoughts, and having the urge to avoid things that might trigger those feelings. Attention deficit hyperactivity is classified as a neurodevelopmental mental health condition which makes it different from other mental health disorders people talk about. ADHD is classified as continued inattention or hyperactivity a person has that interferes with their daily functioning or development. Although these are the three most common illnesses among adolescents, the article by Dahl (2004) stated that altering the trajectories the adolescents face in positive ways before they reach adulthood can have a big impact on their lives compared to if they altered those trajectories later in life.

Oftentimes adolescents don't seek out support when dealing with their mental health because of the stigma that is around mental health. Stigma about mental health is often due to cultural reasons, lack of knowledge about the issue, and shame when it comes to one's mental health. Adolescents who don't seek out help when it comes to mental health can cause problems

with their academic life as well as their social life. “Stigma can lead to increased social isolation, decreased scholastic performance, and school truancy” (Lindow et al.,2020). Even though there aren’t a lot of adolescents seeking help with their mental health it is still important to educate adolescents so they can develop the skills needed to help others and themselves. According to the article “The youth aware of mental health intervention: impact on Help-seeking, mental health knowledge and Stigma in the U.S Adolescents” creating stigma reduction is effective for suicide prevention among adolescents, as well as decreasing chronic mental disorders. One way we can decrease mental health stigmatization is by educating the younger generation about mental health.

Educating adolescents about mental health is important to help with the destigmatization of mental health. As stated earlier stigma reduction can be an efficient tool for decreasing chronic mental health disorders as well as suicide prevention. Gender plays a big role when it comes to who is more educated and which groups need more knowledge on where and what services are available for mental health. According to this one study, girls stated the topics of self-harm, depression and other mental health issues were important to themselves and their peers compared to boys. The article then states the reason why adolescent boys might not take an interest in their mental health, “Adolescent boys diminish the mental health difficulties of others because they tend to hold macho or laddish values and to avoid seeking help with their emotional problems” (Naylor et al., 2009). By educating both genders at an early age or early adolescent years we can help both boys and girls understand what exactly is mental health and what they should be looking out for if they suspect their friends or even themselves are struggling.

Educating adolescents about mental health as well as the different types of mental health illness is not the only way we can help adolescents. We can also teach adolescents to cope with

stressors in their lives which can negatively impact one's mental wellbeing. By teaching adolescents coping skills it can not only help them with their mental well-being during that time but instead, they can use it their whole lives. The best place to teach coping skills is in a school setting where it can be more accessible to adolescents. According to Ladd et al., (2002), "The school environment may be especially suited to mental health promotion activities as it's a place of learning and the acquisition of new skills". Teaching coping skills in a classroom setting can be beneficial because it eliminates the barriers some adolescents may face such as the cost of learning those coping skills in therapy when they can learn the skills for free while at school. According to another article Mental Health Promotion and Problem Prevention in Schools: What Does the Evidence Say, the author findings in their article found that when they targeted a higher number of children they saw that the interventions were more dramatically higher and that "there was an impact of universal interventions on positive mental health, mental health problems, and disorders" (Weare, Nind.,2011).

Theory

Erik Erikson was a psychologist known for introducing his theory of psychosocial development. Erikson built his theory based on Freud's theory of childhood stages in which Erikson looked at how the social dynamics between a child and the outside dynamics affected how they developed through adulthood. The outside dynamics that influenced a child's development were biological, psychological, and social factors they encountered throughout their lives. Erikson's theory consisted of eight stages of development which he talked about how each of our personalities developed through a certain stage of development. The fifth stage of development focuses on the adolescent's development in which an adolescent goes through what

Erikson calls identity vs confusion. This particular stage is important to my project because it shows the challenges adolescents face when they are transitioning into adulthood.

Erikson's Developmental Stage Identity vs Confusion is based on the transition adolescents make from childhood to adulthood. During adolescence, many are trying to form their own identity based on their values and beliefs away from their parent's identity. This is also the time when many adolescents start to feel confused about themselves and where they fit in. When an adolescent can explore different identities they are more likely to form their own identity through that process. When the adolescent can form their identity through their exploration it leaves them with a strong sense of self which boosts their self-esteem and confidence. However, when an adolescent isn't granted the exploration to form their own unique identity it can impact them negatively lowering their self-esteem and the sense of self they have for themselves.

When comparing adolescent mental health to developmental factors, identity with adolescents seems to be an important developmental period that affects one's mental health and well-being. According to prior research, Rageliene (2016) stated that a "Stable and strong sense of identity is associated with the better mental health of adolescents". Adolescents trying to discover their identity can cause a lot of anxiety which is why adolescents who don't discover their identity are left with that overwhelming worry about their sense of purpose in life/identity.

Consideration of Diversity

My workshop was held in an unincorporated community located in Monterey County. The community was called Chualar and was held at their public school district which teaches pre-k to eighth grade. The participants for my workshop were mostly Hispanic adolescents as the community itself has a high population of Hispanics. In a recent data report about the

community, 84.2% of the community members were Hispanic, 12.9% were classified as White, 1.23% were multiracial with a Hispanic background and 1.67% were Multiracial without a Hispanic background. (Data USA, 2021). By looking at the demographics we can assume that the population at the school has little diversity due to their being one dominant demographic group. We can also look into the data and see that a majority of these students have at least one parent who came to the U.S. as an immigrant. According to the Census Data collected in 2022, the population in Chualar showed that out of the 1,185 people who lived in that community 84.3% of those people were not a U.S. citizen. Looking at this data it helps me better understand the approach I need to take with the adolescents I'm having in my workshop. The curriculum I created for the workshop with the adolescents was intended to be targeted at those with a Hispanic background because there is a stigma surrounding mental health in that culture. The curriculum was also planned to be taught in English because most of the adolescents in the classroom were bilingual in both English and Spanish.

Learning Outcome Statements

Through this informative workshop adolescents will be able to do the following that will help them better understand their mental health and well-being:

1. Participants will be able to know three of the most common mental health disorders among adolescents.
2. Participants will be able to identify three factors that can affect one's mental health.
3. Participants will be able to demonstrate one coping skill that will help with their mental well-being.

Methods

Location and Participants

The Mental Health workshop was held at Chualar Elementary in Chualar, California. The lesson was taught to a combined class of sixth-grade students and seventh-grade students. The number of students present in the classroom was nine students ranging from the ages of eleven years to thirteen years old. The majority of the students were Hispanic and out of the nine students six of them were male and there were only three females in the classroom. In the town where I held the workshop many of the residents are Spanish speakers due to them being immigrants and migrant workers. Since most of the residents in Chualar are migrant workers and immigrants many of their children receive free reduced lunches, which shows that many of the students come from families that are considered low income. The workshop was held for one day on a Monday and was taught in English to the students even though most students also understood Spanish.

Procedures and Materials

The workshop was held at 9:00 am on the Monday after the school's spring break vacation. The workshop lasted an hour and consisted of an informative PowerPoint slideshow along with two videos in the slideshow (See Appendix A). In the slideshow, it consisted of three main topics that correlated to the learning outcomes I created. The three main topics in the PowerPoint slideshow consisted of the three common mental health illnesses, influences on mental health, and coping skills. After I completed my workshop I then sent out an assessment to the students via Google Forms that helped me get a better understanding of what they took away from my presentation.

The first section of the PowerPoint presentation was to give the participants an understanding of the most common mental health disorders within adolescents and how they can identify someone struggling with their mental health/illness. I began my presentation with the statistical data on mental health among adolescents and defined what mental health was. After providing the students with background information about mental health, I then went over the three most common illnesses among adolescents. The three illnesses I went over were Depression, Anxiety, and Attention Deficit Hyperactivity(ADHD). I defined each of the illnesses in one slide and then in the following slides I went over the symptoms for each of those illnesses. I broke up the symptoms of Depression and Anxiety into two categories, behavioral and physical. For Attention Deficit Hyperactivity I broke it up into three categories because there are three main criteria mental health professionals look at when diagnosing a person with ADHD, inattention, impulsivity, and hyperactivity. I then talked to the students about some of the symptoms that fall into each category. After discussing the three main illnesses and symptoms we watched a video from the YouTube channel known as Psych2go which publishes information about mental health. The video I showed was called “8 Signs Someone is Battling Mental Health Problems”. This video helped the adolescents understand the general symptoms of a person whose mood and mental health aren’t at their best.

In the next section of the PowerPoint slides, I went over the different factors that could affect a person’s mental health. After discussing the common mental health disorders present among adolescents, it was important for them to know what could cause their mental well-being to be put in a negative mindset. I first discussed with the class how the three categories can affect their mental health and how often those categories overlap with each other. The categories that were discussed were Biological, Social, and Psychological. I then went over the factors that fell

under each category such as genetics for biological factors or family for the social factor. After going over the different types of factors affecting one's mental health I asked the class if they had any other ideas of what might affect one's mental health. One of the students responded with "bullying" and another student responded with " Relationships". By asking them these questions it reassured me that the students were paying attention and were retaining the information being said.

The last section of my slideshow talked about coping skills and strategies. This was an important section because it taught the students ways they can handle stressful situations in their lives. I started by introducing them to some negative coping strategies that correlate with signs someone is struggling with mental health such as isolating self. I then discussed the six types of coping skills along with positive coping strategies targeted to their developmental age. After discussing the different types of coping strategies I conducted an exercise where the students learned about a mindfulness exercise that helps with grounding themselves in stressful situations. The students used an exercise called the 5-4-3-2-1 grounding technique and followed along to the video explaining how to conduct it and its benefits. The exercise uses a person's senses and they would have to find 5 things they see, 4 things to touch or feel, 3 things they hear, 2 things they smell, and finally 1 emotion they feel. Using this technique helps bring a person back to the present moment and not be trapped in their negative thoughts. After completing this exercise I talked to them about resources they can use if they ever struggle with their mental health both local resources and government resources. Following the workshop was an assessment that was sent out through Google Forms, which asked six questions about the material. The assessment allowed me to learn what material the adolescents took from my workshop and how they might apply it to their lives.

Results

In my workshop, I created a Google-formed assessment which the participants were able to access through an email their teacher sent out after my presentation. The Google form assessment consisted of multiple-choice questions and written responses. The participants were given fifteen minutes to complete the assessment individually. The assessment was also divided into three parts based on my learning outcomes.

For Learning Outcome 1 participants would be able to know three of the most common mental health disorders among adolescents, which included depression, anxiety, and ADHD. The participants were either asked to identify the symptom-based on a certain disorder or to pick which was not a symptom of the disorder. The first question I asked the participants to identify which was a symptom of depression and out of the 9 participants all 9 of the participants answered correctly. In the second question, I asked them to identify which was not a symptom of ADHD and only 8 out of the 9 got the question correct. For the last question participants were asked to identify which was not a symptom of anxiety and only 3 out of the 9 participants were able to identify what was not a symptom of anxiety. Although two of the questions scored very high with the participants, I considered this learning outcome to be partially met due to the last question not scoring as high.

The second learning outcome asked participants to answer one multiple-choice question in which they selected what factors affected one's Mental Health. All of my participants were able to select two factors they believed affected their mental health. The factors the participants selected were social relationships and sleep. Overall this learning outcome was fully met.

The third learning outcome asked the participants to explain one coping skill they would implement in their lives and explain why they chose to use that coping skill. All of the

participants were able to choose a coping skill and explain why they chose that coping skill. 3 out of the 9 participants said they would use meditation. 1 out of the 9 participants said they would use a coping skill exercise I introduced to them known as the 5-4-3-2-1. Another 3 participants said they would use journaling as a coping skill, and finally, the last 2 participants said they would use another type of coping skill which was playing an instrument/ video games. Overall this learning outcome was fully met due to the detailed responses I got from the participants.

Discussion

The focus of this project was to bring awareness of mental health and well-being to adolescents. As stated in my introduction many mental health conditions develop during the adolescent years which goes untreated or unrecognized. Due to many adolescents not getting the help or information they need for mental health and well-being it was important to me to help bring awareness about the issue. The workshop I created to help bring awareness was based on the three learning outcomes I wanted them to learn about. The learning outcomes were based on the most common mental illnesses that develop during adolescence, factors that affect their mental health, and coping strategies. Overall the workshop seemed to be successful because most of the learning outcomes were fully met or partially met. The students seemed very engaged when I was presenting the information and even more engaged when we practiced one of the coping skills I introduced. Overall I think that with the student engagement, they were able to take in the information I introduced and hopefully it will help them with their own mental well-being.

I did face some challenges when implementing my workshop for adolescents. One of the challenges I faced was a lack of attendance when it came to the number of adolescents in the

classroom the day I went. I was told there was a lack of attendance due to it being the first day back from their spring break vacation. Another challenge I faced was when I was giving out the assessment I noticed that the students were getting distracted by their Chrome books. I gave my assessment through a Google form sheet so the nine adolescents needed to use their Chromebooks to complete the assessment. Since the assessment was given on a Google form many of the students got distracted and started to use other tabs. Once we got the adolescents back on track with the assessment I also noticed that they would try to google the answer to a question I asked them on the Google form. Overall those were the main challenges I faced when it came to my workshop.

Some future directions I would like to take if I was able to recreate or improve on this workshop I created would be to create an assessment that was on paper instead of a digital assessment which would help stop the participants from going to another tab and being distracted from the assessment. I would also like to change the way I formatted the questions on the assessment and changed the multiple choice question section to focus only on what was a symptom of the disorder I talked about instead of asking them to select what wasn't a symptom. I would also want to make the workshop longer and go more in-depth on the different types of mental disorders in adolescents like the different types of eating disorders. I would also like to discuss more coping strategies they can use when they are overwhelmed and stressed. Another way I would want to improve my project would be to present the workshop to parents and teachers so that they can be aware of what to look for if they suspect their adolescent is struggling with their mental health and well-being. Overall even though there were some challenges to my workshop I thought it was a very successful workshop that I can expand in the future to bring more awareness to mental health and well-being to other adolescents so that an

adolescent won't have to struggle with their mental health into adulthood and get the help they need when they first start to show signs of poor mental wellbeing.

References

- DAHL, R. E. (2004). Adolescent brain development: A period of vulnerabilities and opportunities. Keynote Address. *Annals of the New York Academy of Sciences*, 1021(1), 1–22. <https://doi.org/10.1196/annals.1308.001>
- Lindow., Hughes, South, Minhajuddin, A., Gutierrez, L., Bannister, E., Trivedi, M. H., & Byerly, M. J. (2020). The youth aware of mental health intervention: Impact on help-seeking, mental health knowledge, and stigma in U.S. adolescents. *Journal of Adolescent Health*, 67(1), 101–107. <https://doi.org/10.1016/j.jadohealth.2020.01.006>
- Naylor, P., Cowie, H., Walters, S., Talamelli, L., & Dawkins, J. (2009). Impact of a mental health teaching program on adolescents. *British Journal of Psychiatry*, 194(4), 365-370.
doi:10.1192/bjp.bp.108.053058
- Ladd, G. W., Buhs, E. S., and Troop, W. (2002). Children’s interpersonal skills and relationships in school settings: Adaptive significance and implications for school-based prevention and intervention programs,
https://www.blackwellpublishing.com/content/BPL_Images/content_store/WWW_Content/9780631217534/020.pdf
- Weare, K., & Nind, M. (2011). *Mental health promotion and problem prevention in schools: What does the evidence say?*. OUP Academic.
https://academic.oup.com/heapro/article/26/suppl_1/i29/687644?login=false
- Ragelienė T. (2016). Links of adolescents identity development and relationship with peers: A systematic literature review. *Journal of the Canadian Academy of Child and Adolescent Psychiatry* 25(2), 97–105.<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4879949/>





Appendix A

Workshop Presentation

 <p>MENTAL HEALTH AMONG ADOLESCENTS Janiece Pamuspunan</p>	<p>Summary</p> <ul style="list-style-type: none"> <li style="width: 45%;">Mental Health Background Information <li style="width: 45%;">Warning signs <li style="width: 45%;">Anxiety <li style="width: 45%;">Influences to Mental Health <li style="width: 45%;">Depression <li style="width: 45%;">Coping Skills / Exercise <li style="width: 45%;">Attention Deficit Hyperactivity(ADHD) <li style="width: 45%;">Resources 	<p>Mental Health Background Information</p> <p>Changes in emotion, judgment, or behavior which often causes problems with daily activities</p> <p>1 in 6 adolescents experience a mental health condition</p> <p>50% of all lifetime mental health conditions begin before the age of 14 and 75% before the age of 24</p> 
<p>Common Mental Health Illnesses</p> <div style="display: flex; justify-content: space-around;"> <div style="width: 30%;"> <p>Anxiety</p>  <p>Anxiety is an emotion characterized by feelings of tension, worried thoughts, and physical changes like a pounding heart. It's also known as Generalized Anxiety Disorder.</p> </div> <div style="width: 30%;"> <p>Depression</p>  <p>Depression is classified as a type of sadness that affects your daily life such as having a loss of interest in activities</p> </div> <div style="width: 30%;"> <p>Attention Deficit Hyperactivity Disorder</p>  <p>ADHD is a behavioral disorder that makes it hard to pay attention, causes impulsive behaviors</p> </div> </div>	<p>Anxiety Symptoms</p> <div style="display: flex;"> <div style="width: 45%;"> <p>Physical Symptoms</p> <ul style="list-style-type: none"> Fast Heartbeat Trembling or Shaking Excessive Sweating Upset Stomach <p>Behavioral Symptoms</p> <ul style="list-style-type: none"> Irritability Difficulty Concentrating Feelings of worry and anticipating the worse </div> <div style="width: 50%;">  </div> </div>	<p>Depression Symptoms</p> <div style="display: flex;"> <div style="width: 45%;"> <p>Physical Symptoms</p> <ul style="list-style-type: none"> Loss of appetite and weight loss Loss of energy and movement Aches and pains <p>Behavioral Symptoms</p> <ul style="list-style-type: none"> Hopelessness feeling Sleep changes Trouble concentrating Loss of interest in activities Suicidal thoughts </div> <div style="width: 50%;">  </div> </div>
<p>Attention Deficit Hyperactivity Disorder</p> <div style="display: flex;"> <div style="width: 45%;"> <p>Inattention</p> <ul style="list-style-type: none"> Problems with organization Easily distracted or forgetful in daily activities Doesn't listen when being spoken too Makes careless mistakes or doesn't follow through on instructions <p>Hyperactivity</p> <ul style="list-style-type: none"> Difficulty sitting still/ performing tasks quietly Fidgeting Feeling Restless </div> <div style="width: 45%;"> <p>Incompleteness</p> <ul style="list-style-type: none"> Difficulty waiting turns Interrupting others Blurting out answers before a question is finished/being asked  </div> </div>	<p>Warning Signs</p> 	<p>Factors Affecting Mental Health</p> <div style="display: flex; justify-content: space-around;"> <ul style="list-style-type: none"> Biological <ul style="list-style-type: none"> Genetics Physical health Social <ul style="list-style-type: none"> Peers Family Relationships School Psychological <ul style="list-style-type: none"> Coping Skills Past Traumas Social Skills Self Esteem  </div>
<p>Coping Skills</p> <div style="display: flex;"> <div style="width: 45%;"> <p>Negative Coping Skills</p> <ul style="list-style-type: none"> Isolating Self Avoidance Emotional Eating Procrastination Excessive Screen Time Aggression <p>Positive Coping Skills</p> <ul style="list-style-type: none"> Talk to someone Meditate Journal Positive Affirmations Go outside and take a walk </div> <div style="width: 50%;"> <p>TYPES OF COPING SKILLS</p>  </div> </div>	<p>Coping Skills Exercise</p> <p>The 5-4-3-2-1 Grounding Exercise helps with mindfulness that alleviates stress and brings a person back to the present</p> 	<p>Resources</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Resources</p> <ul style="list-style-type: none"> NAMI - National Alliance on Mental Health The Epiconator Suicide/Crisis Lifeline Call or Text 988  </div> <div style="width: 45%;"> <p>California Youth Crisis Line 1-800-843-5200</p> </div> </div>
<p style="font-size: 2em;">♥</p> <p>THANK YOU FOR YOUR ATTENTION!</p>		

Appendix B

Workshop Assessment

 <h4>Assessment</h4> <p>jpamususan@esumb.edu Switch account</p> <p>Not shared</p> <p>* Indicates required question</p> <p>Name *</p> <p>Your answer _____</p> <p>Age *</p> <p>Your answer <input type="text"/></p> <p>Multiple Choice</p>	<p>Which of the following is NOT a symptom of Anxiety ?</p>  <ul style="list-style-type: none"><input type="radio"/> Upset Stomach<input type="radio"/> Irritability<input type="radio"/> Difficulty Concentrating<input type="radio"/> Feeling Restless	<p>Which of the following ARE symptoms of Depression ?</p>  <ul style="list-style-type: none"><input type="checkbox"/> Loss of Interest in activities<input type="checkbox"/> Optimistic<input type="checkbox"/> Cheerfulness<input type="checkbox"/> Hopeless Feeling
<p>Which of the following is NOT a symptom of an Attention Deficit Hyperactivity Disorder</p>  <ul style="list-style-type: none"><input type="radio"/> Fidgeting<input type="radio"/> Distracted Easily<input type="radio"/> Listening to Directions Quietly<input type="radio"/> Problems with organizing	<p>What factors can affect one's Mental Health?</p> <ul style="list-style-type: none"><input type="checkbox"/> Sleep<input type="checkbox"/> Books<input type="checkbox"/> Social Relationships<input type="checkbox"/> Music<input type="checkbox"/> Genetics<input type="checkbox"/> Clothes	<h4>Short Answers</h4> <p>What are three signs that someone is struggling with their Mental Health?</p> <p>Your answer _____</p> <p>What is one coping skill you would want to implement in your life? (Ex : practicing mindfulness, Journaling) Explain why.</p> <p>Your answer _____</p> <p><input type="button" value="Submit"/> <input type="button" value="Clear form"/></p>

Appendix C

Capstone Festival Presentation

<h3 style="text-align: center;">MENTAL HEALTH AND WELL-BEING OF ADOLESCENTS</h3> <p style="text-align: center;">Janeice Pamuspusan Human Development and Family Studies</p>	<h4 style="text-align: center;">INTRODUCTION</h4> <p>My workshop aimed to bring awareness to mental health in the adolescent community and provide them with resources that would support their mental well-being.</p> <p>May is known as Mental Health Awareness Month. Because I'm someone who struggled with my mental health it wasn't till I was in my 20s that I started to take care of my mental health, therefore I wanted to bring awareness to this topic at a younger age.</p> 	<h4 style="text-align: center;">NEED STATEMENT</h4> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Problem</p> <ul style="list-style-type: none"> Many adolescents mental health conditions go untreated or unaddressed. According to the World Health Organization, 1 in 7 adolescents experience a mental health condition. Latino adolescents are the least likely adolescent group to receive mental health services. (Garcia & Lindgren 2009) </div> <div style="width: 45%;"> <p>Need</p> <ul style="list-style-type: none"> Increase awareness about mental health in the adolescent community including those of Latino descent Provide adolescents with resources they can use to help their mental well-being </div> </div>																		
<h4 style="text-align: center;">ERIK ERIKSON'S PSYCHOSOCIAL THEORY</h4> <ul style="list-style-type: none"> Theory states that we develop through an unfolding of our personality in 8 predetermined stages and our environment can influence how we progress through those stages. I focused on the adolescent stage known as Identity vs. Confusion <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Approximate Age</th> <th>Psychosocial Crisis/Task</th> </tr> </thead> <tbody> <tr> <td>Infant - 18 months</td> <td>Trust vs. Mistrust</td> </tr> <tr> <td>18 months - 3 years</td> <td>Autonomy vs. Shame/Doubt</td> </tr> <tr> <td>3 - 7 years</td> <td>Initiative vs. Guilt</td> </tr> <tr> <td>7 - 12 years</td> <td>Industry vs. Inferiority</td> </tr> <tr> <td>12 - 18 years</td> <td>Identity vs. Confusion</td> </tr> <tr> <td>18 - 24 years</td> <td>Intimacy vs. Isolation</td> </tr> <tr> <td>24 - 40 years</td> <td>Generativity vs. Stagnation</td> </tr> <tr> <td>40 and older</td> <td>Integrity vs. Despair</td> </tr> </tbody> </table>	Approximate Age	Psychosocial Crisis/Task	Infant - 18 months	Trust vs. Mistrust	18 months - 3 years	Autonomy vs. Shame/Doubt	3 - 7 years	Initiative vs. Guilt	7 - 12 years	Industry vs. Inferiority	12 - 18 years	Identity vs. Confusion	18 - 24 years	Intimacy vs. Isolation	24 - 40 years	Generativity vs. Stagnation	40 and older	Integrity vs. Despair	<h4 style="text-align: center;">IDENTITY VS. CONFUSION</h4> <div style="display: flex; justify-content: space-around;"> <div style="width: 45%;"> <p>Identity</p> <ul style="list-style-type: none"> A person's sense of self from the experiences, relationships, beliefs, values and memories they have Form their own unique identity Strong sense of self that would remain throughout life </div> <div style="width: 45%;"> <p>Confusion</p> <ul style="list-style-type: none"> When a person is unsure about their purpose, values or path in life Weaken sense of self Lack of confidence Affect mental health and well-being </div> </div>	<h4 style="text-align: center;">LEARNING OUTCOMES</h4> <p>I created a one hour workshop for adolescents in middle school focused on the following learning outcomes</p> <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="border: 1px solid gray; padding: 5px;"> <p>LO-1 Participants will be able to know three of the most common mental health disorders among adolescents.</p> </div> <div style="border: 1px solid gray; padding: 5px;"> <p>LO-2 Participants will be able to identify three factors that can affect one's mental health</p> </div> <div style="border: 1px solid gray; padding: 5px;"> <p>LO-3 Participants will be able to demonstrate one coping skill that will help with their mental well-being</p> </div> </div>
Approximate Age	Psychosocial Crisis/Task																			
Infant - 18 months	Trust vs. Mistrust																			
18 months - 3 years	Autonomy vs. Shame/Doubt																			
3 - 7 years	Initiative vs. Guilt																			
7 - 12 years	Industry vs. Inferiority																			
12 - 18 years	Identity vs. Confusion																			
18 - 24 years	Intimacy vs. Isolation																			
24 - 40 years	Generativity vs. Stagnation																			
40 and older	Integrity vs. Despair																			
<h4 style="text-align: center;">PARTICIPANTS AND LOCATION</h4> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Participants</p> <ul style="list-style-type: none"> A combined classroom of nine students in 6th/7th grade Ages 11-13 Primarily Hispanic </div> <div style="width: 45%;"> <p>Location</p> <ul style="list-style-type: none"> Chualar Union Elementary School Unincorporated Community </div> </div>	<h4 style="text-align: center;">MATERIALS</h4> <p>Divided the PowerPoint into three sections based on each of my learning outcomes</p> <div style="display: flex; justify-content: space-around;"> <div style="width: 30%;"> <p>Section 1</p> <ul style="list-style-type: none"> Background Information about Mental Health 3 common mental health disorders Signs and Symptoms </div> <div style="width: 30%;"> <p>Section 2</p> <ul style="list-style-type: none"> Influences and factors impacting mental health Discussion about factors that they think are affecting adolescents today </div> <div style="width: 30%;"> <p>Section 3</p> <ul style="list-style-type: none"> Identifying coping skills Discussing Negative and Positive coping skills Practice a grounding exercise known as the 5-4-3-2-1 technique </div> </div>	<h4 style="text-align: center;">RESULTS LO-1</h4> <p>LO 1- Participants will be able to know three of the most common mental health disorders among adolescents.</p> <p>Assessment: The students were asked to answer three questions that describes what the symptoms or what isn't a symptom for the three common mental health disorders Depression, Anxiety and ADHD</p> <p>Conclusion: LO-1 : Partially Met</p> <p>Results:</p> <ul style="list-style-type: none"> 9 out of 9 students were able to identify the symptoms of Depression 8 out of 9 students were able to identify which was not a symptom of ADHD 3 out of 9 students were able to identify which was not a symptom of Anxiety 																		
<h4 style="text-align: center;">RESULTS LO-2</h4> <p>LO 2- Participants will be able to identify three factors that can affect one's mental health</p> <p>Assessment: The students were asked to answer one multiple choice questions that asked about what factors can affect one's Mental Health</p> <p>Conclusion: LO-2 : Fully Met</p> <p>Results:</p> <ul style="list-style-type: none"> 9 out of the 9 students selected two factors that affected mental health The selected factors were social relationships and sleep 	<h4 style="text-align: center;">RESULTS LO-3</h4> <p>LO 3- Participants will be able to demonstrate one coping skill that will help them with their mental well-being</p> <p>Assessment: The students were asked to explain one coping skill they would want to implement in their life and why they would want to use that coping skill.</p> <p>Conclusion: LO-1 : Fully Met</p> <p>Results:</p> <ul style="list-style-type: none"> 9 out of 9 students were able to pick a coping skill and explain why they would want to use the coping skill 3 out of 9 said they would use Meditation 1 out of the 9 said they would use the 5-4-3-2-1 grounding exercise 3 out of 9 said they would use Journaling 2 out of the 9 said they would use an instrument or play video games 	<h4 style="text-align: center;">DISCUSSION</h4> <p>Successes:</p> <ul style="list-style-type: none"> All of my Learning Outcomes were able to be met One student said they would use one of the coping skill exercise I introduced Students seemed engaged with the mental health topic <p>Limitations:</p> <ul style="list-style-type: none"> Lack of student attendance Paper assessment instead of Google Form Would want to make the workshop longer and add hands on activities 																		
<h4 style="text-align: center;">FUTURE DIRECTIONS</h4> <ul style="list-style-type: none"> Present the workshop to parents and teachers Talk about other mental health disorders in-depth and create more activities that are more collaborative Mention stress management tools 	<h2 style="text-align: center;">THANK YOU</h2>																			