

The Impact of Outcomes on Depression Literacy in School-Age Children Who Received Depression Education

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Purpose

This scoping review will discuss the importance of education on depression literacy in children in the school-age group ages 10-19 years in a school-based setting. An adolescent in this age group may find it challenging to navigate this pivotal period. These children may feel stigmatized, embarrassed, or fearful that they may be bullied due to the stigma of mental illness.

Specific Aims

Increasing the knowledge of signs and symptoms of depression, assist children in help-seeking behaviors, and provide a pre and post-test to assess scores before education and after education to evaluate the knowledge on depression literacy.

Background

Mental illness is the second leading cause of suicide.

Mental illness is also the leading cause of death in children ages 10-19 years of age.

Depression in teenagers begins in the adolescence years and progresses into early adulthood if not detected early.

Some complications of depression include drug abuse, dropping out of high school, and low self-esteem.

- ❖ Recognition of Mental Illness is crucial during adolescence
- ❖ Identifying behaviors, signs and symptoms of mental illness may decrease further progression and treatment of mental illness in early childhood and adulthood.
- ❖ Initiation of school-based programs due to the amount of time spent in school may help identify signs and symptoms of mental illness early.

Implementation of a Program to Recognize Depression

- ❖ Pre and post testing to assess outcome scores to assess knowledge.
- ❖ Assess knowledge of signs and symptoms of mental illness.
- ❖ Assess help seeking behaviors.

Methods

Study Design

- ❖ Scoping review

Setting

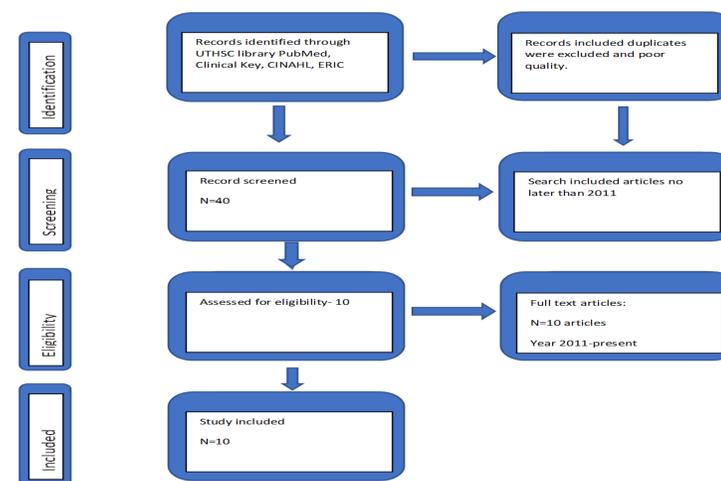
- ❖ School-based setting in the United States and abroad

Study Duration

- ❖ September 2019-December 2021

Study population

- ❖ Children ages 10-19 years of age in a school-based setting



Results

- ❖ Improvement in knowledge of the signs and symptoms of depression.
- ❖ Improvement in help seeking behavior.
- ❖ Improved identification of signs and symptoms of peers.
- ❖ One barrier is lack of educators to provide education to on mental health illness in the school system.
- ❖ All articles show that further research is needed to provide this education to all students.



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Implications for Practice

- ❖ There are strengths and limitations of educational programs.
- ❖ Limitations to implementations are finding personnel who will be able to carry out the programs.
- ❖ School is short-staffed. School nurses are especially short due to the Covid-19 pandemic.
- ❖ Lack of participation by students due to stigma related to mental illness.
- ❖ Implementation of programs for education on mental illness in the school-based setting will be instrumental in improving and identifying mental illness and depression.
- ❖ Education curricula have effectively promoted positive outcomes.
- ❖ Mental illness is increasing in the United States and abroad. Finding effective programs in the school-based setting will decrease the number of children affected in late childhood into adulthood.
- ❖ Further research is needed to make these programs available to all students.
- ❖ Recognition of Mental Illness is crucial during adolescence
- ❖ Identifying behaviors, signs and symptoms of mental illness may decrease further progression with treatment of mental illness in early childhood.

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