

INPLASY PROTOCOL

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The Relationship Between Resilience and Mental Health of Undergraduate Students: A Scoping Review

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Review question / Objective: The aim of this scoping review was to examine what is known about the relationship between the resilience and mental health of undergraduate students enrolled in university or college programs globally.

Background: For many undergraduate students, higher education acts as a personal investment in preparation for the workforce, while ultimately allowing students to develop cultural capital (Kromydas, 2017). The transition to university or college is also accompanied by important life changes such as moving to a new campus, meeting new people, and increasing self-efficacy to maintain independent responsibilities (i.e., meeting deadlines, completing household chores, and managing expenses; Henri et al., 2018). As a result, navigating these life changes can contribute to feelings of isolation, as many undergraduate students are disconnected from their friends and families (Diehl et al., 2018). Saleh and colleagues (2017) found that young adults in university or college experience higher levels of stress compared to their non-student counterparts. These stressors are attributed to a more challenging workload compared to that of high school, living with new roommates, and financial concerns (Karyotaki et al., 2020). In the face of these stressors, many undergraduate students are likely to experience mental health challenges either for the first time or in an exacerbated manner, potentially depleting their resilience (Abiola, 2017).

INPLASY registration number: This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 15 July 2022 and was last updated on 15 July 2022 (registration number INPLASY202270075).

INTRODUCTION

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undergraduate students enrolled in university or college programs globally.

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workforce, while ultimately allowing students to develop cultural capital (Kromydas, 2017). The transition to university or college is also accompanied by important life changes such as moving to a new campus, meeting new people, and increasing self-efficacy to maintain independent responsibilities (i.e., meeting deadlines, completing household chores, and managing expenses; Henri et al., 2018). As a result, navigating these life changes can contribute to feelings of isolation, as many undergraduate students are disconnected from their friends and families (Diehl et al., 2018). Saleh and colleagues (2017) found that young adults in university or college experience higher levels of stress compared to their non-student counterparts. These stressors are attributed to a more challenging workload compared to that of high school, living with new roommates, and financial concerns (Karyotaki et al., 2020). In the face of these stressors, many undergraduate students are likely to experience mental health challenges either for the first time or in an exacerbated manner, potentially depleting their resilience (Abiola, 2017).

Rationale: While there is empirical evidence to suggest there is an existing general relationship between resilience and various aspects of mental health, there is a meaningful gap pertaining to the role that resilience might have on the overall mental health of undergraduate students in the face of acute stressors. By developing an understanding of this relationship, stakeholders (e.g., educators, policy makers, mental health professionals) can improve the undergraduate student experience and develop adequate resources to meet the needs of this population.

METHODS

Strategy of data synthesis: Ovid MEDLINE: ((exp Resilience, Psychological/ or resilience.mp.) or (resilient.mp.) or (psychological endurance.mp.) or (coping behaviour.mp.) or (coping behavior.mp.)) and ((mental health.mp. or exp Mental Health/) or (mental hygiene.mp.)) and

((undergraduate.mp.) or (college.mp.) or (university.mp.) and ((students.mp. or exp Students/) or (student.mp.)))

Embase: ((resilience.mp. or exp psychological resilience/) or (resilient.mp.) or (psychological endurance.mp.) or (coping behaviour.mp.) or (coping behavior.mp.)) and ((mental health.mp. or exp mental health/) or (mental hygiene.mp.)) and ((undergraduate students.mp.) or (university students.mp.) or (college students.mp.) or (undergraduate student.mp. or exp undergraduate student/) or (university student.mp. or exp university student/) or (college student.mp. or exp college student/))

PsycINFO (Ovid): ((exp "Resilience (Psychological)" / or resilience.mp.) or (psychological endurance.mp.) or (resilient.mp.) or (coping behaviour.mp.) or (coping behavior.mp.)) and ((mental health.mp. or exp Mental Health/) or (mental hygiene.mp.)) and ((exp College Students/) or (college student.mp.) or (undergraduate student.mp.) or (undergraduate students.mp.) or (university student.mp.) or (university students.mp.) or (college students.mp.))

CINAHL: (psychological resilience or resilience or resilient or psychological endurance) AND (mental health or mental hygiene) AND (undergraduate students or undergraduate student or college students or college student or university students or university student)

Scopus: (TITLE-ABS-KEY ("psychological resilience" OR resilien* OR "psychological endurance" OR "coping behav*") AND TITLE-ABS-KEY ("mental health" OR "mental hygiene") AND TITLE-ABS-KEY ((college AND student*) OR (undergraduate AND student*) OR (university AND student*))).

Eligibility criteria: Studies were eligible for inclusion in this scoping review if they: (a) were available in the English language; (b) included a study population with undergraduate students anywhere in the world; (c) directly measured resilience quantitatively and/or explored resilience qualitatively; and (d) directly measured overall mental health and/or mental well-being quantitatively and/or explored these

concepts qualitatively. For the purpose of this review, undergraduate students were defined as any student enrolled in a university or college program in the pursuit of a bachelor's degree (per Moulin et al., 2021). A broad approach to overall mental health led to the exclusion of studies that only examined components of mental health (e.g., stress, anxiety disorders, depression, mood disorders). Studies that were explicitly comprised of participants impacted by adverse events, which were external to the common undergraduate experience (e.g., trauma, negative parental relationships, extreme financial circumstances), were also excluded as these were outside of the scope of this review.

Source of evidence screening and selection: Following this search, all retrieved articles were exported to Covidence (N = 2492), a web-based software platform used specifically for systematic and scoping reviews, which allows for data management, primary screening, and data extraction (Veritas Health Innovation, 2015). The screening process was undertaken independently by two researchers. After duplicates were removed, the total number of articles included in abstract screening was 1498. The titles and abstracts of all retrieved articles were reviewed and those that did not meet the pre-established eligibility criteria were removed (n = 1325). Proceeding this, the retained articles were reviewed in full (n = 173), which resulted in 12 articles that met the eligibility criteria. Reviewers met at each stage of the screening and selection process to solve disagreements by reviewing and discussing each study further.

Data management: Upon the completion of the screening process, data was extracted from the 12 included articles and presented in a data extraction table. The extracted data from each article included: the title, author(s), year of publication, location of the study, population description, purpose of the study, methods, relevant outcome measures, and important results pertaining to the focus of this review. If a study

reported data at pre- and post-intervention, only the baseline data were included in the review for comparison with other studies that did not use interventions.

Presentation of the results: Research studies were summarized in the form of a chart as discussed in data management.

Language restriction: English only.

Country(ies) involved: Canada.

Keywords: mental health; resilience; undergraduate students; university; college.

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