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Information and communication technology interventions to enhance mental health literacy among young adults and adolescents: a meta-analysis

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ADMINISTRATIVE INFORMATION

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Review Stage at time of this submission - Completed but not published.

Conflicts of interest - None declared.

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Amendments - This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 20 December 2023 and was last updated on 20 December 2023.

INTRODUCTION

Review question / Objective Information and communication technology interventions to enhance mental health literacy among young adults and adolescents: a meta-analysis.

Condition being studied Interventions utilising information and communication technology aimed to increase mental health literacy, reduce stigma, enhance help seeking behaviours.

METHODS

Participant or population Adolescents and young adults aged 10-24 years old.

Intervention Information and communication technology interventions.

Comparator No comparator or non- information and communication technology interventions.

Study designs to be included Experimental studies.

Eligibility criteria Interventional studies that discussed the effectiveness of mental health literacy program (utilizing ICT concepts) were included. Articles published in English were included.

Information sources Electronic databases.

Main outcome(s) PubMed, CINAHL, ERIC, EMBASE, ScienceDirect, Web of Science, Sociological abstract, Psylfno and Scopus. The author also searched three sites for unpublished studies: Proquest Dissertation and Theses Global, clinicaltrials.gov and Randomised Control Trial Registry Website.

Quality assessment / Risk of bias analysis Joanna Briggs Institute quality assessment tools for randomized controlled trials and quasi-experimental studies.

Strategy of data synthesis Data analysis was conducted using the RevMan 5.3 application Review Manager (Review Manager 2014). Continuous data were evaluated by imputing the mean and standard deviation, while binary data were evaluated by imputing count information. Study heterogeneity was evaluated with Q-values and I² values. Joanna Briggs Institute quality assessment tools for randomized controlled trials and quasi-experimental studies. Publication bias was distinguished using funnel plots.

Subgroup analysis Type of information and communication technology interventions.

Sensitivity analysis None reported.

Country(ies) involved Singapore.

Keywords Mental health literacy intervention; depression literacy; anxiety literacy; stigma; young adults.

Contributions of each author

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