INPLASY

The school mental health practices in China: A scoping review protocol

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ADMINISTRATIVE INFORMATION

INTRODUCTION

Review question / Objective What are the barriers to school mental health policy translating into real action in China, and how can such action be promoted? What mechanisms and processes can be used to maximize the effectiveness of interventions in schools? Do existing school interventions consider age appropriateness and regional differences, especially in low-resource areas? How are the programs tailored for these populations?

Background In China, home to 158 million adolescents, the increasing prevalence of psychological and behavioral issues presents a significant public health challenge. Despite the rapid economic and social development, these mental health issues demand urgent attention to ensure the future well-being of the nation's youth. Schools, as central hubs for adolescent activities, are strategically positioned to deliver effective mental health prevention and treatment interventions.

Rationale To date, no review concentrates on the complete picture of the school mental health practices in China from the prevention and intervention programs. Therefore, we aim to provide a complete picture regarding studies of the school mental health practices in China, including the existing prevention and intervention programs.

METHODS

Strategy of data synthesis The proposed review will follow the five-stage framework developed by Arksey and O'Malley. The search will be conducted in three English-language based databases including PubMed, PsycINFO and Web of Science, as well as three Chinese-language-based databases including Wanfang, Weipu and CNKI.

Search terms consisted of four concepts, i.e. mental health, educational setting, preventive and intervention measures, and geographic focus, linked by a Boolean Operator "AND".

(a)Terms related to mental health: (mental health) OR (mental illness) OR (disorder) OR (problem) OR (wellbeing) OR (bully) OR (happiness) OR (life satisfaction) OR (resilience) OR (depression) OR (depressive) OR (anxiety) OR (stress) OR (growth) OR (suicide) OR (suicidal) OR (suicidality) OR (self harm) OR (self-harm) OR (self injury) OR self-injury) OR (NSSI) OR (nonsuicidal self-injury) OR (aggressive behavior).

(b)Terms related to educational settings: (school) OR (university) OR (college).

(c)Terms related to preventive and intervention measures: (screening) OR (prevention) OR (intervention) OR (preventive) OR (interventive) OR (counseling) OR (promotion) OR (psychological assistance) OR (project) OR (program) OR (therapy) OR (solution) OR (service) OR (treatment) OR (training).

(d)Terms related to geographic focus: (China) OR (Chinese) OR (Beijing) OR (Shanghai) OR (Tianjin) OR (Hebei) OR (Shanxi) OR (Inner Mongolia) OR (Liaoning) OR (Jilin) OR (Heilongjiang) OR (Jiangsu) OR (Zhejiang) OR (Anhui) OR (Fujian) OR (Jiangxi) OR (Shandong) OR (Henan) OR (Hunan) OR (Hubei) OR (Guangdong) OR (Guangxi) OR (Hainan) OR (Chongqing) OR (Sichuan) OR (Guizhou) OR (Yunnan) OR (Tibet) OR (Xinjiang) OR (Shaanxi) OR (Gansu) OR (Qinghai) OR (Ningxia).

Eligibility criteria   We developed inclusion and exclusion criteria for papers and documents based on the Population, Intervention, Comparator, and Outcome (PICO) framework. To be eligible for inclusion in the scoping review, studies had to meet the following criteria:

(a)Studies conducted exclusively with Mainland Chinese students.

(b)Research must center on prevention or intervention programs specifically targeting mental health issues such as depression and anxiety, considering these as primary or secondary outcomes.

(c)Only empirical studies published in peer-reviewed journals will be considered, which includes randomized controlled trials, case-control studies, cohort studies, case series, and case reports.

(d)Studies must be published between January 1, 2000 and May 3, 2024.

(e)Articles must be in English or Chinese. For Chinese-language studies, inclusion is restricted to those published in journals listed as Chinese Core Journals.

Exclusion criteria are as follows:

(a)Literature reviews lacking empirical data.
(b)Conference abstracts, dissertations, theses, or book chapters.
(c)Studies with inadequate information provided for data extraction (e.g., missing intervention details).
(d)Studies focusing on interventions that do not target mental health outcomes.

Source of evidence screening and selection
Data screening and selection will be conducted by two reviewers separately, supervised by a third reviewer. The two reviewers will independently search the target database according to the search strategy. Then, the two reviewers will perform a two-step screening of the retrieved papers and documents. In the first step, the two reviewers will screen the titles and abstracts according to the inclusion and exclusion criteria. The second step, the full-text screening, will be performed for the studies that meet the research purpose. Any discrepancies or inconsistencies identified during the screening process with be addressed in a joint session with the third reviewer to ascertain the cause and reach consensus. Finally, the two reviewers will assess the quality of the studies included in the scoping review. The assessment of evidence quality from each peer-reviewed study will be conducted in accordance with the Grading of Recommendations Assessment, Development, and Evaluation (GRADE) guidelines.

Data management   Data management will be conducted for each section including prevention and interventions. Data will be reported through tables and charts for each section. The descriptive information to be extracted from each study will involve author names, publication years, and study design. For each section, specific variables of interest about the prevention and intervention programs will also be extracted (e.g., duration, deliverer).

Language restriction Studies in English and Chinese will be in included in the review.

Country(ies) involved China.

Keywords School mental health practices; China; Prevention; Intervention.

Contributions of each author
Author 1 - Diyang Qu - Conceptualisation; Drafting Original Manuscript; Data Collection; Editing Manuscript .
Author 2 - Xue Wen - Conceptualisation; Drafting Original Manuscript; Data Collection; Editing Manuscript.

Author 3 - Xuan Cheng - Conceptualisation; Drafting Original Manuscript; Data Collection; Editing Manuscript.

Author 4 - Anni Zhu - Conceptualisation; Drafting Original Manuscript; Editing Manuscript.

Author 5 - Runsen Chen - Conceptualisation; Editing Manuscript; Supervision.