

Impact of Headucate UEA's COVID-19 Mental Health Webinars on Secondary School Students

Aim of this poster: To understand the impact of Headucate's Mental Health workshops on secondary school students during the COVID-19 pandemic through analysis of feedback completed after each session

Background: Headucate is a student-led society, founded in 2012 by medical students at University of East Anglia. Our organisation delivers workshops to secondary school students to raise awareness around mental health across East Anglia [1],[2]. When the COVID-19 pandemic hit, these workshops were halted. Headucate members recognised the importance of mental wellbeing especially in these times and so designed COVID-19 specific online, interactive workshops, which were delivered through the Blackboard collaborate platform. During the first lockdown, we managed to reach over 300 students nationwide.

- The main aims of the workshop were:
- What mental health is and different mental health conditions including anxiety, depression, eating disorders, loneliness
 - Problems that we might experience during lockdown and self-care tips
 - How to approach someone with a mental health condition
 - Where to go for support (either for yourself or for others) and how to reach out including. GP, charities, helplines, friends, family
- To fully appreciate the effectiveness of supporting teenagers with their mental health, we collated feedback from students.

Methods:
At the end of each workshop, feedback forms were sent out to the students. Consent was gained from participants before completion of the survey and informed of the following:

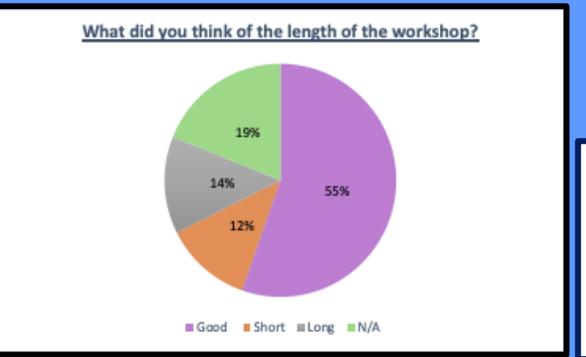
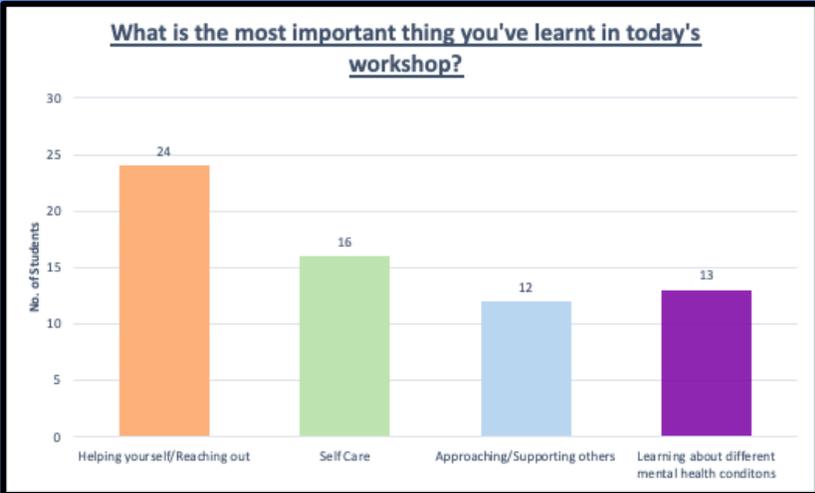
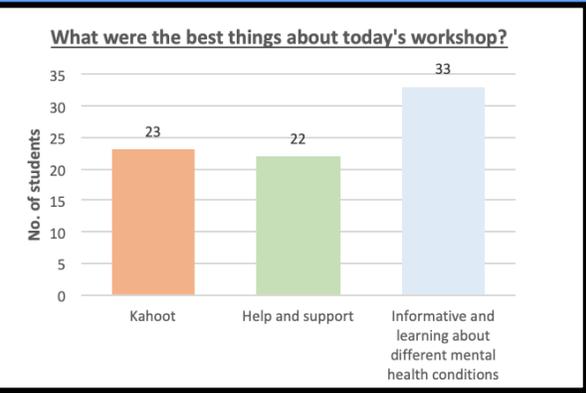
- Data would be used to evaluate our webinars, for our research purposes ONLY.
- Participants were able to withdraw their data anytime within 3 weeks of feedback submission, an email address was provided to contact UEA to do so.
- We do not sell or share participants' data with companies or external businesses
- Participants' data is to be used anonymously, and they will not be able to be identified from their answers.
- Data will only be used in ways that the UK Data Protection Law allows.
- Contact details to make a complaint about the survey or the research.

No harm to participants within our evaluation was noted, nor any issues with confidentiality. Approval was obtained by the Faculty of Health and Medical Sciences Research Ethics Committee. Feedback was collated into a spreadsheet showing all the participants answers for each question from the feedback form. 9 questions were asked in total, including 1 closed question and 8 open questions. Headucate members viewed the anonymised data and analysed each question for common themes in participants' answers.

Results:

73 out of 74 students (98.6%) said that they enjoyed the workshop. 42.3% of students said the best thing about the workshop was the fact it was informative and aided their understanding of different mental health conditions. 29.4% said they enjoyed the Kahoot! myth busting quiz the most. 28.2% said the best part of the event was learning about where to reach out for help and support. 32.4% said the most important thing they learned was about helping yourself and the importance of reaching out. 21.6% of students said the most important thing they learned about was selfcare, while 17.6% said for them, learning about the different mental health conditions was most important. Out of 74 students, 62 (83.8%) knew where to get help if they/someone they knew was experiencing mental health problems. 55.4% said the webinar was a good length while 12% said it was too short, and 19% said too long. Most students, 68.9%, said that they found the content appropriate. Majority (85.1%) said the speakers were engaging and clear. When asked if there were any issues, 33.8% said that there were technical issues, whilst 37.8% reported no problems.

"There is always at least one person who is willing and there to help, no matter what."-Anonymous school student



Conclusion: Overall, there was a positive impact on the students who participated in the webinars. Students benefited from the information about mental health given and the opportunity to interact with the speakers. Most students left the webinar knowing where to seek help for themselves or others. To improve for future online workshops Headucate can focus on technical issues that the participants faced.

"You are not alone, there is always someone there to help you."-Anonymous school student
Other people feel the same as me."-Anonymous school student

References:
[1] Patel, A. & Beezhold, J. 2016. The Development of Headucate in Mental Health awareness, *Abstracts of the 24th European Congress of Psychiatry*, 33(S1), p5521
[2] Parker, S., Robertson, C., Allen, N. et al. 2013. 2767 – Creating an educational intervention to raise mental health awareness and tackle stigma in adolescents in the UK: 'headucate'. *European Psychiatry*, 28(S1), p.1.