

**IIT M Wellness Screening Programme
&
Institute of Mental Health**

REPORT - AUGUST 2023



IIT-M WELLNESS SCREENING PROGRAMME
&
INSTITUTE OF MENTAL HEALTH, KILPAUK, CHENNAI-10

SURVEY CONDUCTED

May 04, 2023 to June 30, 2023



REPORT PREPARED BY
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INTRODUCTION

Wellness is the act of practicing healthy habits on a daily basis to attain better physical and mental health outcomes, so that instead of just surviving, its *thriving*. To understand the significance of wellness, it's important to understand how it's linked to Mental health. According to the World Health Organization (WHO), "Mental Health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses in life, can work productively and is able to make a contribution to his or her community"

Several key areas of our lifestyle are considered dimensions of overall Wellness, which include social connectedness, exercise, nutrition, sleep and mindfulness. Each one has an impact on our physical and mental health. By making simple and healthy choices on a daily basis, we will be well on our way towards reducing stress, having positive social interactions and achieving optimal wellness. Attention must be given to all the dimensions, as neglect of any one over time will adversely affect the others, and ultimately one's health, well-being, and quality of life. They do not, however, have to be equally balanced.

College years represent a period of increased vulnerability for the development of a wide range of mental health challenges. Poor mental health has been reported widely across the world. Mental health research highlights the need to focus on suicide risk in college students. Self-reported depression, cumulative stressful life events, sleep difficulties, a disconnection from others, and a sense of hopelessness demonstrated significant associations with heightened suicide risk. Suicide ideation among college students may have a unique etiology because of developmental transitions that occur in college and young adulthood, including changes in family relationships, peer contexts, and increased opportunities for alcohol and drug use. Other heritable factors such as a tendency toward impulsive aggression appear to influence suicidal behaviors. For example, in one sample of 424 healthy college students, nearly half of the suicide attempters failed to meet lifetime criteria for depression.

NEED FOR THE WELLNESS SCREENING PROGRAMME:

As IIT-M felt the need to understand the student's psychological status, mental health issues and to identify the high risk student they initiated wellness screening program in collaboration with Institute of Mental Health. In regard to this objective the IMH has taken initiative and completed the wellness screening program evaluation process and given recommendations accordingly. The program was started on 04.05.2023 & completed on 30.06.2023.

TOOLS USED IN THE WELLNESS SCREENING PROGRAMME

Three Clinical Psychologist had a focused group discussion to select the items under each domain namely

- a. Subjective wellbeing,
- b. Perceived social support,
- c. Stressful and adverse life experience,
- d. Coping and suicidal behavior.
- e. Personal and Family.

The selected items were categorized under each domain based on 5 point likert scale and obtain 59 items. The ten Clinical Psychologist were requested to select the appropriate items under each category out of 59 items 25 items were selected. Finally the 5 items under each domain they considered best suited to elicit significant vulnerable student who are at risk for suicide where selected and their suggestion also incorporated to finalize the items.

Generalized percentage agreements were carried out.

Again the final list of items were sent to other set of clinical psychologist to obtain generalized percentage agreements GPA. Out of 16 Clinical Psychologist 9 has responded in all domains the items obtain 75 % to 90% agreement among the raters based on the range of 1 to 10 point ratings. Higher the rating indicates higher the significant of the items.

The full scale reliability for interview schedule was found to be 0.69.

The discriminate validity between interview schedule and flourish scale – (-0.356**) statistically significant at 0.00 level.

TOTAL RESPONSES IN IIT WELLNESS SCREENING CAMP
CONDUCTED FROM 04.05.2023 TO 30.06.2023

Table 1: QUANTITATIVE ANALYSIS

TOTAL STUDENT RESPONSES	TOTAL STAFF RESPONSE	STUDENT GREEN RANGE	STUDENT RED RANGE	STUDENT YELLOW RANGE	STAFF RED RANGE	STAFF YELLOW RANGE
5530	351	5220	48	262	-	23

Red Range: Students / Faculty who score “above” 07 in red flag items (in the questionnaire) score “less” than 28 in flourishing scale, needs psychiatrist & Clinical Psychologist evaluation & intervention.(N=48)

Yellow Range: Students / Faculty who score “above” 07 in red flag items and score “more” than 28 in flourishing score, suggest that the individual is able to mobilize their psychological resources and strength adequately. However attending regular psychological wellbeing programme would be more useful for their betterment.(N=285)

Green Range: 5220 students have not reported any Psychological & mental health issues currently.

All the daily report was sent to IIT director. The red range candidates have been followed up by Kauvery hospital psychologist for further interventions.

QUALITATIVE ANALYSIS

Table 2. PSYCHOSOCIAL STRESSORS REPORTED BY THE STUDENTS

Total (May and June)		Percentage
No stressor	4329	78.3
Personal	766	13.8
Academic Related	278	5.0
Psychological Disturbances	132	2.4
Emotional Distress (Discrimination, Bulling etc)	10	0.2
Others (Childhood stressors)	15	0.3
Total	5530	100

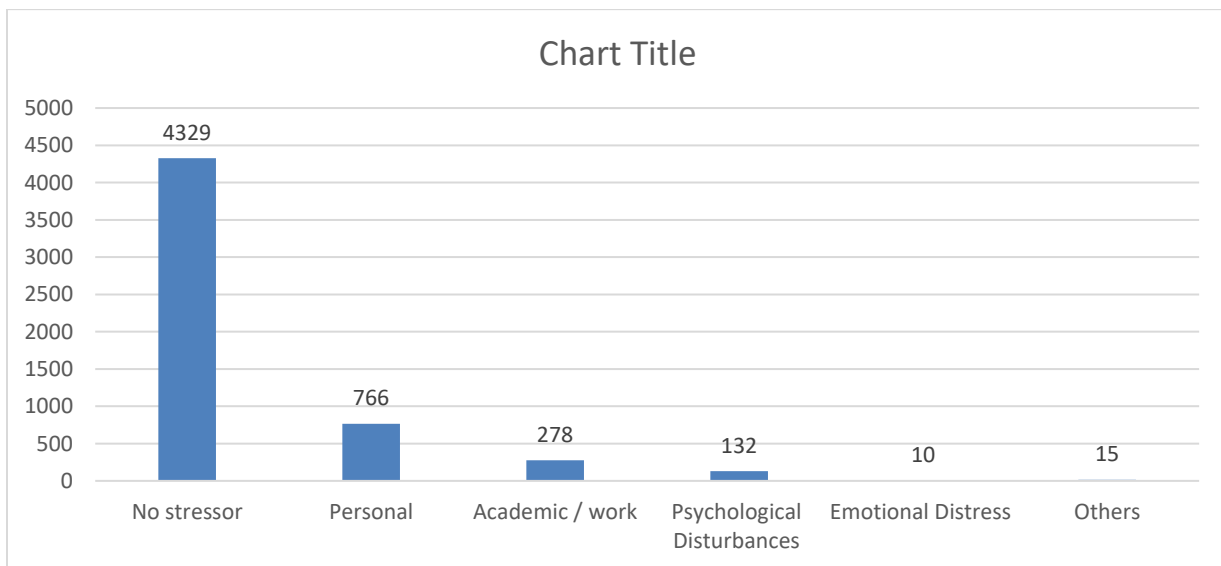


Table 2 shows 78% have not reported any stressors remaining 22 % have reported stressors across different domains.

Personal stressor in the form of financial pressures, student loans, parental expectation to achieve high grades, poor sleep and food habits, relationship issues competitive environment and the pressure to excel academically often hindered the formation of meaningful social bonds and need to make friendship which exacerbated feelings of isolation and emotional distress. **Academic** stressors in the forms of intense workload fear of failure to perform well academically deadlines and lack of time management skills. Pressure and discrimination lack of proper feedback, guide biases. **Psychological** problems in the form of low feelings, difficulty in handling negative emotions, feeling loneliness and isolated, anxiety and depression are on psychiatry treatment and therapy. **Emotional Distress** refers to discrimination and bullying. **Others** related to childhood stressors.

Total no of Students=5530

No of students those who did not had stressors (in Qualitative analysis) =4329

No of students fall under red and yellow range (in Quantitative analysis) =310

The remaining students reported having stressors other than red and yellow range=891

In comparison with quantitative analysis, 891 students did not report in either red or yellow range, but they had the above mentioned stressors in qualitative analysis. This student population would be benefit with psychological skill development program.

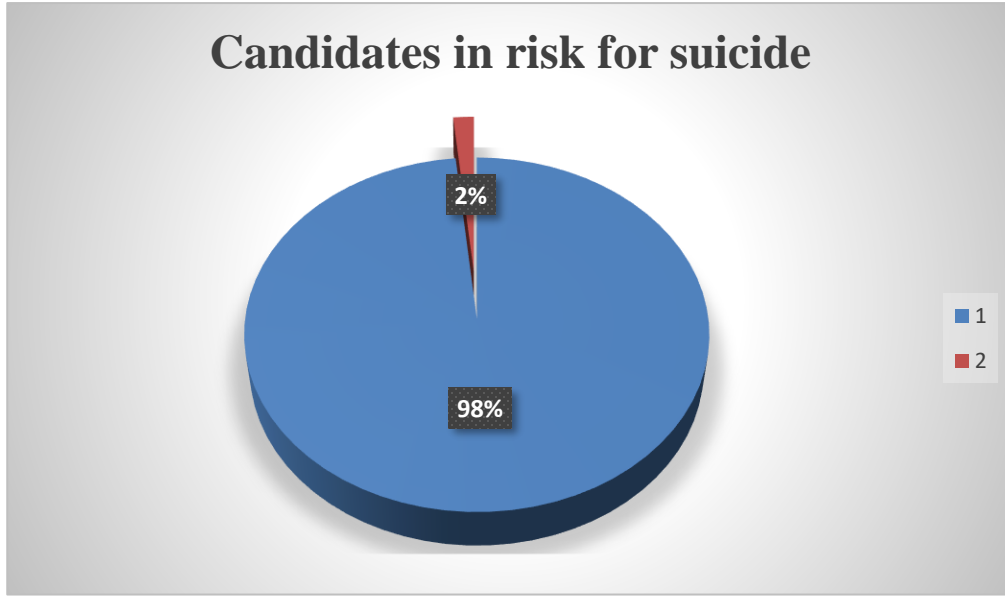


Table 3: CANDIDATES IN RISK FOR SUICIDE

Total No of Student	5530
Reported Suicidal Ideation	88
Reported past suicidal attempt	14
Total	102
Percentage	1.84%

Table: 4 : Nature of Stressors reported by the Suicidal risk students (N=102)

Natures of Stressors	N	Percentage
Psychological problems	52	50.9
Interpersonal	30	29
Family	8	7.8
Academic	8	7.8
Discrimination & Bulling	2	1.9
Others	2	1.9

The above two tables show qualitative analysis of the stressors reported for suicidal risk among student population. Table 3 reveals that nearly 1.8% of them are prone for suicidal behaviour in the future. Table 4 shows that N=47 & 50.9% reported having Psychological Problems such as expressed hopelessness, helplessness, poor self-concept, Difficulty in handling negative emotions. Among 52 students in psychological problems, 1 person reported having psychiatric diagnosis of Bipolar affective disorder (BPAD) 3 reported depression and 1 reported PTSD and under treatment. 29% (N=30) have reported interpersonal & relationship issues and problems. 7.8% (N=8) have reported family stressors, major life changes and financial problems. The other 7.8% (n=8) have reported academic and work related stressors such as burnout, poor time management & future career related anxiety. 1.9% (N=2) disclosed experiencing discrimination & bulling which had an impact on mental health of students. 1.9% (N=2) have reported stressors in other areas such as childhood stressors.

The students who have risk for suicidal ideations and past suicidal attempts (N=102) are found to be in a in red, yellow and orange range.

Further interventions are followed up by Cauvery Hospital Psychologists.

CONCLUSION:

The findings from the survey indicate that students and scholars in premier institutes face a different range of challenges that significantly impact their mental health. Academic stress, guide pressure, financial pressure, fear of failure, poor time management, stigma towards seeking help, sleep and food habits, stress related to entrance preparation or failure, bullying, anger issues, and inadequate social support were the key factors reported. Addressing these challenges requires a multifaceted approach, including the implementation of support systems within institutes, providing accessible mental health resources, fostering a supportive and inclusive campus environment, promoting healthy sleep and food habits, and offering guidance and counseling services. By recognizing and addressing these factors, premier institutes can contribute to the well-being and academic success of their students and scholars.

Recommendation:

PSYCHOLOGICAL SERVICE AND TRAINING PROPOSAL PROGRAMME
FOR - IIT -M

- I. Expert Talk (either offline/online) - both students & Faculties
- II. Self-Development Program (Concurrent session in group) - Students
- III. Peer Ambassadors Program -(PAP)
- IV. Gate keeper training for hostel warden/ Managers and Faculties – Who are in direct link with the students
- V. Staff Training Program (S-TRA-P)
- VI. Orientation program for parents of New comers
- VII. Orientation program for New comers

Need For Community Participation:

- ▶ Mentorship program by educators.
- ▶ Alternative method of learning and teaching methodology.
- ▶ Counselling sessions and strategies to cope with mental disorder.
- ▶ Supportive network from family or friends and motivate the students to engage in extracurricular activities by institution during the times of loneliness and social isolation.

