

A Literature Review On Adolescent Mental Health Management

Netty Herawaty Purba¹, Erika Fariningsih², Devi Khiran Novelina³

¹⁻³Sarjana Kebidanan, Universitas Awal Bros Batam

Email: nettyoerba21@gmail.com

ABSTRACT

Adolescent health and well-being during adolescence and adulthood depend on preventing adversity, fostering socioemotional learning and psychological well-being, and guaranteeing access to mental health care. The formative years of adolescence are critical for the development of social and emotional skills necessary for mental health. Adolescent mental health is impacted by several variables. The possible impact on adolescents' mental health increases with the number of risk factors they are exposed to. Adversity, peer pressure, and identity exploration are some of the factors that can lead to stress during adolescence. The aim of this research is to review literature, articles and research documents that identify adolescent mental health management. The method used in this research is a literature review method where researchers critically examine the ideas contained in the literature for a particular topic. In this study, researchers examined adolescent mental health management. The data used in this research comes from reputable online journal articles published on the internet. The journal search used a database with medium and high quality criteria by entering the keywords Mental Health Management, Adolescent Mental Health Disorders, Trends in Adolescent Mental Health Cases. The articles used were 10 articles published in the last ten years (2015-2024). The results of a review of 10 research sample journals used show that several adolescent mental health management interventions, namely Psychosocial intervention, Mental Health Literacy, Expressive-creative intervention, Psychosocial skills-based interventions, with this intervention can improve adolescent mental health, and can also be preventive against adolescent mental health problems. The choice of methods and media can be adjusted to the targets and goals. Each intervention has its own advantages and disadvantages, and the level of effectiveness varies.

Keywords: *Management, mental health, adolescent*

INTRODUCTION

Adolescence is dynamic and shaped by biological, psychological, temporal, and cultural factors. The traditional understanding of this crucial developmental stage is the time frame between puberty and the emergence of social independence. The formative years of adolescence are critical for the development of social and emotional skills necessary for mental health (Zaky, 2016). Adolescents who experience physical, emotional, or social changes such as being exposed to violence,

abuse, or poverty may be more susceptible to mental health issues. Adolescent health and well-being during adolescence and adulthood depend on preventing adversity, fostering socioemotional learning and psychological well-being, and guaranteeing access to mental health care (Salsman & Rosenberg, 2024). "Adolescent mental health is impacted by several variables. The possible impact on adolescents' mental health increases with the number of risk factors they are exposed to. Adversity, peer pressure, and identity exploration are some of the factors that can lead to stress during

adolescence (Lin & Guo, 2024). The gap between an adolescent's lived reality and their perceptions or ambitions for the future can be made worse by gender stereotypes and media impact. Their relationships with peers and the standard of their family life are significant additional influences (Al Omari et al., 2023). There are established risks to mental health, including severe and socioeconomic problems, harsh parenting, and violence, particularly sexual violence and bullying (Lereya et al., 2015). The theoretical concept of "cencence" is dynamic and shaped by cultural, physiological, psychological, and temporal perspectives. Traditionally, this crucial developmental stage is recognized as the years.

As many as 17 million vulnerable teenagers aged 10-17 years in Indonesia have mental health problems. This is known based on the National Adolescent Mental Health Survey (I-NAMHS). In its survey, I-NAMHS measured the prevalence of six mental disorders in adolescents, namely social phobia, Generalized anxiety disorder

Major depressive disorder, Behavioral disorders, Post-traumatic stress disorder (PTSD), Attention deficit/hyperactivity disorder (ADHD) (Erskine et al., 2024).

Teenagers are prone to emotional problems. In this age group, anxiety disorders which can involve panic attacks or excessive worry are most common in older adolescents than in younger ones (Davila et al., 2010). 3.6% of children aged 10 to 14 and 4.6% of those aged 15 to 19 are thought to suffer from an anxiety disorder. According to estimates, 2.8% of teenagers aged 15 to 19 and 1.1% of

METHOD

The method used in this research is a literature review method where researchers critically examine the ideas contained in the literature for a particular topic. In this study, researchers examined adolescent mental health management. The data used in this research comes from reputable online journal articles published on the internet. The journal search used a database with medium and high quality criteria by entering the keywords Mental Health Management, Adolescent Mental Health

adolescents aged 10 to 14 experience depression (WHO, 2020). Some signs of anxiety and depression are similar, such as abrupt and drastic mood swings. School attendance and academic performance can be significantly impacted by anxiety and depressive disorders (Awadalla et al., 2020). Isolation and loneliness may worsen as a result of social disengagement. Suicide can result from depression.

Adolescents under the age of twenty have a higher prevalence of behavioral disorders than older adolescents. 3.1% of children aged 10 to 14 and 2.4% of children aged 15 to 19 have attention deficit hyperactivity disorder (ADHD) (WHO, 2020), which is characterized by trouble focusing, excessive activity, and behaving without thinking through the implications. Conduct disorder, which manifests as indications of harmful or difficult behavior, affects 2.4% of teenagers aged 15 to 19 and 3.6% of those aged 10 to 14. Adolescents with behavioral disorders may struggle in school, and criminal behavior may arise from these disorders (Programs et al., 2017).

Anorexia nervosa and bulimia nervosa are two eating disorders that typically first manifest in adolescence and early adulthood (Filipponi et al., 2022). An obsession with food and excessive eating habits are hallmarks of eating disorders, which are typically accompanied by body image and weight problems (Brytek-Matera, 2011). Anorexia nervosa has a greater mortality rate than any other mental illness and can cause premature death, frequently via suicide or health problems (Hambleton et al., 2022)

Disorders, Trends in Adolescent Mental Health Cases. The articles used were 10 articles published in the last ten years (2015-2024).

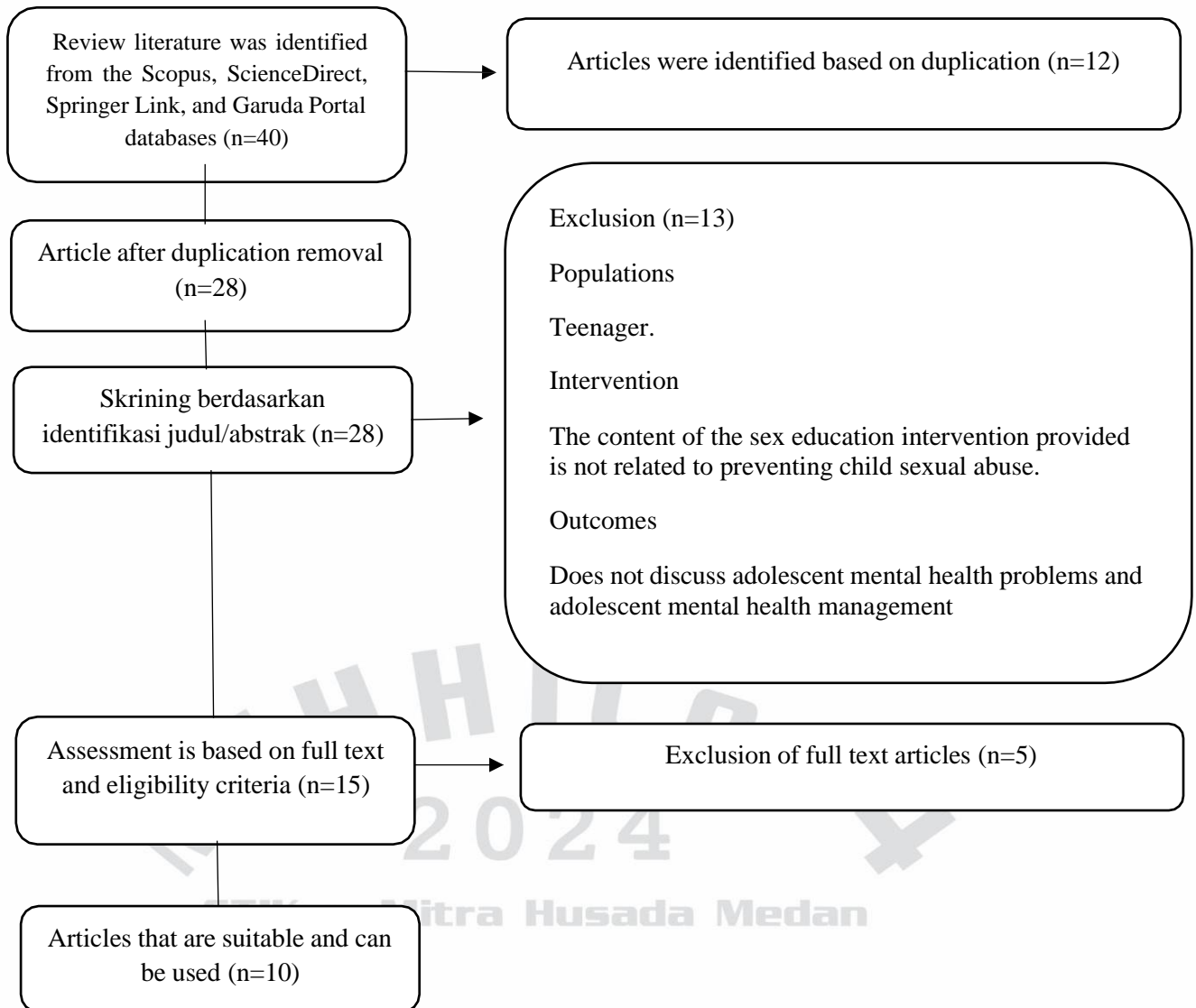


Figure 1. Literature Review Flow Diagram based on PRISMA 2009 (Maher, et al., 2009)

The information found was evaluated using quality assessment criteria questions (Quality Assessment) and the RCAC PICO-T method (population, intervention, comparison/intervention, outcome, time) based on diary analysis of research results, with the assumption that P is adolescents, I is related management interventions mental health with content, C is a comparative intervention, O is a planned outcome to test the effectiveness of interventions related to mental health management and T is the year of research.

RESULT AND DISCUSSION

The ten studies analyzed in this literature reflection had inclusion criteria according to the specified topic, namely fulfilling interventions in the form of educational or health promotion activities to change teenagers' attitudes towards sex education for their children. The research used is mostly quasi-experimental trials and randomized controlled trials (RCTs).

Psychosocial intervention

Based on the studies obtained related to psychosocial interventions, all of them have the

improvement of adolescent mental health as their main goal. Psychosocial intervention is a form of healing where knowledge about human bio-psycho-social and community behavior; skills in relating to individuals, families, groups and communities; as well as competence in mobilizing resources. Interventions focused on mental health literacy; expression and/or strengthening of individual and psychosocial skills (England et al., 2015). These interventions promote positive mental health, as well as preventing and reducing suicidal behavior, mental disorders (such as depression and anxiety), aggressiveness, disruptive and oppositional behavior, and substance use (WHO, 2020).

Mental Health Literacy

Three universal mental health literacy programs were identified. Two of these use educational sessions to target youth in school settings, the third is a WHO global community awareness campaign. Quasi-experimental evaluations of these programs found positive changes in youth mental health knowledge and understanding, but not attitudes toward youth mental health (Sequeira et al., 2022). the high incidence of mental health issues in youth and the general community, as well as their moderate to low levels of mental health literacy (Nobre et al., 2021).

There is a need to investigate the currently available data about programs/ interventions to enhance mental health literacy among teenagers given the high prevalence of mental health disorders in adolescence and low/modest levels of mental health literacy. In order to achieve this, we decided to conduct a scoping review, which we felt was the most appropriate methodology given the goals of this kind of review: to map the body of evidence regarding a specific area or topic; to evaluate the validity, applicability, and potential expenses of performing a systematic literature review; to produce a summary of research findings and distribute them; and to spot any gaps in the body of existing literature (Peterson et al., 2017).

Expressive-creative intervention

The expressive-creative modality is the core of the five modalities of intervention which aims to support participants in expressing their thoughts and emotions in the context of loss. Targeted at youth affected by Ebola, the 'Playing to Live' intervention combines art, play and yoga therapy with life skills training, while the 'Leisure for children' intervention uses drawing and writing. Both interventions showed positive results in pre-post evaluation studies. Targeted at orphaned children, a pilot RCT with orphaned children found that Memory Therapy, in which participants explored their life stories through works of art strongly reduced general mental health symptoms, whereas other small RCTs found that the use of Emotional writing was ineffective (Cheng, 2015).

Psychosocial skills-based interventions

The development of psychosocial skills is at the heart of the intervention. Thirteen of them have the same goals of social emotional learning, positive psychotherapy and stress management approaches, they differ slightly in their approach focus on strengthening intrapersonal (e.g., recognizing and managing emotions, self-esteem, resilience), interpersonal (e.g., communication, empathy), cognitive skills (e.g., decision making, problem solving) and/or relaxation or mindfulness techniques (Faidah et al., 2023). Although most of these interventions aim to bring about change at an individual level, they are mostly delivered in group settings, using multiple workshops or therapy sessions. There is also a single session intervention, focused on character strengths, delivered digitally. A large RCT (n=1288) to test this intervention in a multisession face-to-face format is underway.

CONCLUSION

The results of a review of 10 research sample journals used show that several adolescent mental health management interventions, namely Psychosocial intervention, Mental Health Literacy, Expressive-creative intervention, Psychosocial skills-based interventions, with this intervention can

improve adolescent mental health, and can also be preventive against adolescent mental health problems. The choice of methods and media can be adjusted to the targets and goals. Each intervention has its own advantages and disadvantages, and the level of effectiveness varies.

REFERENCES

- Al Omari, O., Amandu, G., AlAdawi, S., Shebani, Z., Harthy, I., Obeidat, A., Al Dameery, K., Qadire, M., Al Hashmi, I., Alkhalwaldeh, A., ALBashtawy, M., & Aljezawi, M. (2023). The lived experience of Omani adolescents and young adults with mental illness: A qualitative study. *PLOS ONE*, *18*, e0294856.
<https://doi.org/10.1371/journal.pone.0294856>
- Awadalla, S., Davies, E. B., & Glazebrook, C. (2020). A longitudinal cohort study to explore the relationship between depression, anxiety and academic performance among Emirati university students. *BMC Psychiatry*, *20*(1), 448.
<https://doi.org/10.1186/s12888-020-02854-z>
- Brytek-Matera, A. (2011). Orthorexia nervosa - An eating disorder, obsessive-compulsive disorder or disturbed eating habit? *Arch Psych Psych*, *1*.
- Cheng, F. K. (2015). *Chapter 3: Effects of expressive art based interventions on adolescent mental health*. (pp. 57–90).
- Davila, J., La Greca, A., Starr, L., & Landoll, R. (2010). *Anxiety disorders in adolescence*.
<https://doi.org/10.1037/12084-004>
- England, M. J., Butler, A. S., Gonzalez, M. L., Disorders, C. on D. E.-B. S. for P. I. for M., Policy, B. on H. S., & Medicine, I. of. (2015). Standards for Reviewing the Evidence. In *Gerontologist* (Vol. 55, Issue 4).
<https://www.ncbi.nlm.nih.gov/books/NBK321283/>
- Erskine, H. E., Maravilla, J. C., Wado, Y. D., Wahdi, A. E., Loi, V. M., Fine, S. L., Li, M., Ramaiya, A., Wekesah, F. M., Odunga, S. A., Njeri, A., Setyawan, A., Astrini, Y. P., Rachmawati, R., Hoa, D. T. K., Wallis, K., McGrath, C., Shadid, J., Enright, M. E., ... Scott, J. G. (2024). Prevalence of adolescent mental disorders in Kenya, Indonesia, and Viet Nam measured by the National Adolescent Mental Health Surveys (NAMHS): a multi-national cross-sectional study. *Lancet (London, England)*, *403*(10437), 1671–1680.
[https://doi.org/10.1016/S0140-6736\(23\)02641-7](https://doi.org/10.1016/S0140-6736(23)02641-7)
- Faidah, P., Allenidekania, A., & Wanda, D. (2023). Skills Based Interventions terhadap Psikososial Remaja dengan Penyakit Kronik. *Journal of Telenursing (JOTING)*, *5*, 352–362.
<https://doi.org/10.31539/joting.v5i1.5631>
- Filipponi, C., Visentini, C., Filippini, T., Cutino, A., Ferri, P., Rovesti, S., Latella, E., & di Lorenzo, R. (2022). The Follow-Up of Eating Disorders from Adolescence to Early Adulthood: A Systematic Review. *International Journal of Environmental Research and Public Health*, *19*, 16237.
<https://doi.org/10.3390/ijerph192316237>
- Hambleton, A., Pepin, G., Le, A., Maloney, D., Aouad, P., Barakat, S., Boakes, R., Brennan, L., Bryant, E., Byrne, S., Caldwell, B., Calvert, S., Carroll, B., Castle, D., Caterson, I., Chelius, B., Chiem, L., Clarke, S., Conti, J., ... Maguire, S. (2022). Psychiatric and medical comorbidities of eating

- disorders: findings from a rapid review of the literature. *Journal of Eating Disorders*, 10(1), 1–23. <https://doi.org/10.1186/s40337-022-00654-2>
- Lereya, T., Copeland, W., Costello, J., & Wolke, D. (2015). Adult mental health consequences of peer bullying and maltreatment in childhood: Two cohorts in two countries. *The Lancet Psychiatry*, 2. [https://doi.org/10.1016/S2215-0366\(15\)00165-0](https://doi.org/10.1016/S2215-0366(15)00165-0)
- Lin, J., & Guo, W. (2024). The Research on Risk Factors for Adolescents' Mental Health. *Behavioral Sciences*, 14, 263. <https://doi.org/10.3390/bs14040263>
- Nobre, J., Oliveira, A. P., Monteiro, F., Sequeira, C., & Ferré-Grau, C. (2021). Promotion of Mental Health Literacy in Adolescents: A Scoping Review. *International Journal of Environmental Research and Public Health*, 18(18). <https://doi.org/10.3390/ijerph18189500>
- Organization, W. H. (2020). Guidelines on mental health promotive and preventive interventions for adolescents. In *World Health Organization*. <https://iris.who.int/handle/10665/336864>
- Peterson, J., Pearce, P. F., Ferguson, L. A., & Langford, C. A. (2017). Understanding scoping reviews: Definition, purpose, and process. *Journal of the American Association of Nurse Practitioners*, 29(1), 12–16. <https://doi.org/10.1002/2327-6924.12380>
- Programs, J., Justice, J., & Prevention, D. (2017). Intersection between Mental Health and the Juvenile Justice System. Literature Review: A Product of the Model Programs Guide. *Office of Juvenile Justice and Delinquency Prevention*, 2013, 1–13. <https://eric.ed.gov/?q=Intersection+between+Mental+Health+and+the+Juvenile+Justice+System.+Literature+Review%3A+A+Product+of+the+Model+Programs+Guide&ft=on&id=ED590855>
- Salsman, J., & Rosenberg, A. (2024). Fostering resilience in adolescence and young adulthood: Considerations for evidence-based, patient-centered oncology care. *Cancer*, 130. <https://doi.org/10.1002/cncr.35182>
- Sequeira, C., Sampaio, F., Pinho, L. G. de, Araújo, O., Lluch Canut, T., & Sousa, L. (2022). Editorial: Mental health literacy: How to obtain and maintain positive mental health. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1036983>
- Zaky, E. (2016). Adolescence; a Crucial Transitional Stage in Human Life. *J Child Adolesc Behav*, 4. <https://doi.org/10.4172/2375-4494.1000e115>