

Mental Health Literacy National Repository Project (MHLhub) Risk of Bias (RoB) Outcomes Summary

University of Alberta Department of Psychiatry in Partnership with Public Health Agency of Canada (PHAC)



MHLhub.ca

1st Author, year Study	Risk Domains Low - Moderate - High					Comments	Outcome L/M/H
<p>Economou, 2014 <i>The influence of an anti-stigma intervention on adolescents' attitudes to schizophrenia: A mixed methodology approach.</i></p>	Selection	Attrition	Confounding	Outcome measurement	Reporting	<p>* Attrition - unreported characteristics of dropouts</p> <p>* Confounding - unsystematically allocated participants among randomized school-sites (classroom enrollment determined by last-name alphabetization)</p>	L
<p>Gilham, 2018 <i>Improving mental health literacy in post-secondary students: Field testing the feasibility and potential outcomes of a peer-led approach.</i></p>	Selection	Attrition	Confounding	Outcome measurement	Reporting	<p>* Selection - limited collection of population characteristic info; convenience sampling of students from a related academic faculty (psychology)</p> <p>* Confounding - Potential for confounding due to uncollected//unverifiable participant characteristics (ie. FT vs PT student status, age, SES, other sociodemographics) not accounted for in study design</p> <p>* Outcome measurement - Non-validated ad hoc questionnaire</p>	M
<p>Gilham, 2021 <i>Field Testing A Campus Preparation Mental Health Resource</i></p>	Selection	Attrition	Confounding	Outcome measurement	Reporting	<p>* Selection - Lacks comprehensive participant demographic data, no randomization</p> <p>* Attrition - High attrition by final measurement time point; lack of data/insight into participant dropouts</p> <p>* Outcome Measurement - Non validated/standardized knowledge outcome survey, issues with poor internal consistency.</p>	H
<p>Hartman, 2013 <i>Self-stigma of mental illness in high school youth.</i></p>	Selection	Attrition	Confounding	Outcome measurement	Reporting	<p>* Selection - limited collection of population characteristic info (ie. no SES, MH/MI history) and convenience sampling</p> <p>* Confounding - Potential for confounding due to uncollected//unverifiable participant characteristics (ie. SES, MH/MI history).</p>	L

<p>Hunt, 2019 <i>Addressing Mental Health Literacy in a UK university campus population: Positive replication of a Canadian intervention.</i></p>	Selection	Attrition	Confounding	Outcome measurement	Reporting	<p>* Selection - limited collection of population characteristics (only age and sex reported); unclear recruitment strategy for convenience sample</p> <p>* Attrition - unreported characteristics of participant dropouts</p> <p>* Outcome measurement - Lacks standardization and measures to ensure fidelity of self-reporting contexts between participants (ie. setting/timeliness)</p>	M
<p>Innocent 2015 <i>Can mental health education using a storybook reduce mental illness stigma in children?</i></p>	Selection	Attrition	Confounding	Outcome measurement	Reporting	<p>* Selection - No randomization (though, not required for the study design).</p> <p>* Outcome measurement - inherent variation between measurement context due to unique school-sites - overall low risk in this study.</p>	L
<p>Ke 2015 <i>Healthy young minds: the effects of a 1-hour classroom workshop on mental illness stigma in high school students.</i></p>	Selection	Attrition	Confounding	Outcome measurement	Reporting	<p>* Selection - limited reporting of population characteristic info; insufficient description of recruitment methodology</p> <p>* Attrition - unreported characteristics of dropouts; notable rate of non-completion</p> <p>* Outcome measurement - ad hoc MI/MH experience questionnaire</p>	M
<p>King 2022 <i>The feasibility and effectiveness of a novel online mental health literacy course in supporting university student mental health: a pilot study.</i></p>	Selection	Attrition	Confounding	Outcome measurement	Reporting	<p>* Attrition - unreported characteristics of dropouts</p>	L
<p>Kurki 2021 <i>Digital mental health literacy -program for the first-year medical students' wellbeing: a one group quasi-experimental study.</i></p>	Selection	Attrition	Confounding	Outcome measurement	Reporting	<p>* Selection - convenience sample; missing SES, ethnicity/cultural population & baseline data</p> <p>* Attrition - unreported characteristics of participant dropouts</p>	M

<p>Kutcher 2015 <i>Successful Application of a Canadian Mental Health Curriculum Resource by Usual Classroom Teachers in Significantly and Sustainably Improving Student Mental Health Literacy.</i></p>	Selection	Attrition	Confounding	Outcome measurement	Reporting	<p>* Selection - limited reporting of population characteristics (scant sociodemographics other than age); limited reporting of school/community characteristics</p> <p>* Attrition - unreported characteristics of dropouts; notable rate of non-completion</p> <p>* Confounding - Potentially confounding characteristics (ie gender) collected, but unaddressed with respect to outcomes in subsequent analyses</p> <p>* Outcome measurement - Internal reliability of two primary outcome measures only marginally satisfactory (Chronbach's alpha ~ 0.6-0.7)</p>	M
<p>Lauria-Horner 2004 <i>The feasibility of a mental health curriculum in elementary school.</i></p>	Selection	Attrition	Confounding	Outcome measurement	Reporting	<p>* Selection - limited reporting of population characteristics (no SES, gender, prior MH/MI experience, ethnicity, culture, etc)</p> <p>* Confounding - Potential for confounding due to uncollected/unverifiable participant characteristics (see above)</p>	M
<p>Livingston 2013 <i>Evaluation of a campaign to improve awareness and attitudes of young people towards mental health issues.</i></p>	Selection	Attrition	Confounding	Outcome measurement	Reporting	<p>* Selection - convenience sample; description of recruitment strategy inadequate</p> <p>* Attrition - unreported characteristics of dropouts</p> <p>* Outcome measurement - unverifiable validity & reliability of tailor-made measurement tools; no standardization & unverifiable fidelity of measurement context (ie. time/place, other circumstances)</p>	H
<p>Mcluckie 2014 <i>Sustained improvements in students' mental health literacy with use of a mental health curriculum in Canadian schools.</i></p>	Selection	Attrition	Confounding	Outcome measurement	Reporting	<p>* Attrition - 35% loss to follow up; unreported characteristics of dropouts</p> <p>* Confounding - potential for confounding due to unanalyzed participant characteristics collected per the study design (ie. gender)</p>	M

						<p>* Outcome measurement - unverifiable consistency/fidelity of outcome measurement context between classes (ie. month of the year, time of day, academic load at post-test)</p>	
<p>Milin 2016 <i>Impact of a Mental Health Curriculum on Knowledge and Stigma Among High School Students: A Randomized Controlled Trial.</i></p>	Selection	Attrition	Confounding	Outcome measurement	Reporting	<p>* Attrition - unreported characteristics of dropouts despite modest non-completion (10.7%)</p> <p>* Confounding - potential for confounding due to unanalyzed subgroup characteristics collected per the study design (ie. gender, primary language at home)</p>	M
<p>O'Mara 2013 <i>Does Youth Net decrease mental illness stigma in high school students?</i></p>	Selection	Attrition	Confounding	Outcome measurement	Reporting	<p>* Outcome measurement - unverifiable consistency of outcome measurement contexts between classes (ie. month measurement took place, seasonality, time of day, academic load/stress at time of measurement.); data collected Nov-May of same school-calendar year</p>	L
<p>Pitre 2007 <i>The use of puppets with elementary school children in reducing stigmatizing attitudes towards mental illness</i></p>	Selection	Attrition	Confounding	Outcome measurement	Reporting	<p>* Selection - limited reporting of population characteristics, methodology for gathering participants' characteristic info.</p> <p>* Attrition - 28% attrition; unreported/unverifiable characteristics of dropouts.</p> <p>* Confounding - potential for confounding due to uncollected participant characteristics; no clear intention to address confounding variables described in the study design.</p> <p>* Outcome measurement - outcome measurement tool from 1962 - refactored in 2000 but unreported validity & reliability of the refactored tool.</p> <p>* Reporting - vague model development strategy - doesn't adequately contextualize the subsequent analyses.</p>	H

<p>Ravindran 2018 <i>Evaluating the benefits of a youth mental health curriculum for students in Nicaragua: a parallel-group, controlled pilot investigation.</i></p>	Selection	Attrition	Confounding	Outcome measurement	Reporting	<p>* Selection - no participant randomization</p> <p>* Attrition - 26% attrition; unreported/unverifiable characteristics of dropouts</p>	M
<p>Szeto 2021 <i>Increasing resiliency and reducing mental illness stigma in post-secondary students: A meta-analytic evaluation of the inquiring mind program.</i></p>	Selection	Attrition	Confounding	Outcome measurement	Reporting	<p>* Selection - convenience sample of self-selected students</p> <p>* Attrition - 10% dropout pre-post; 67% lost to follow up; unreported/unverifiable characteristics of dropouts</p> <p>* Confounding - potential for confounding due to uncollected participant characteristics (ie SES, MH/MI experience) and unanalyzed characteristics collected per the study design (ie. gender, age)</p>	M
<p>Wei, Church et al 2022 <i>Long-term impact of a mental health literacy resource applied by regular classroom teachers in a Canadian school cohort.</i></p>	Selection	Attrition	Confounding	Outcome measurement	Reporting	<p>* Selection - non randomized convenience sample; under 50% of students asked to participate actually completed baseline measures - potential problems with selection strategy</p> <p>* Attrition - notable loss to follow up; unreported/unverifiable characteristics of dropouts</p>	M
<p>Wei, Gilham et al 2022 <i>Evaluation of Know Before You Go on mental health literacy and life skills to prepare for life after high school.</i></p>	Selection	Attrition	Confounding	Outcome measurement	Reporting	<p>* Selection - volunteer schools from regional/rural regions only; limited collection/reporting of participant characteristics</p> <p>* Attrition - unreported/unverifiable characteristics of dropouts; matched surveys between pre-test and follow up (n=84) did not meet minimum sample size of n=90 to achieve desired power & effects size for the decided significance level ($\alpha=.05$)</p> <p>* Confounding - potential for confounding due to uncollected/unreported participant characteristics (ie SES, MH/MI experience etc.)</p>	M

<p>Wei, Kutcher et al 2022 <i>The Impact of Transitions, a Mental Health Literacy Intervention With Embedded Life Skills for Postsecondary Students: Preliminary Findings From a Naturalistic Cohort Study.</i></p>	<p>Selection</p>	<p>Attrition</p>	<p>Confounding</p>	<p>Outcome measurement</p>	<p>Reporting</p>	<p>* Selection - institutions volunteered to participate; participant selection strategies varied across institutions - strategies recorded but usually unsystematic; limited reporting of population characteristics (ie SES)</p> <p>* Attrition - 51% dropout pre-post, 60% lost to follow up; unreported/unverifiable characteristics of dropouts.</p> <p>* Confounding - potential for confounding due to uncollected participant characteristics (ie SES, rural/urban primary & secondary schooling, etc).</p>	<p>H</p>
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