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The Effect of the Nurse-Led Mental Health Empowerment Programme on Adolescents' Mental Health Literacy, Well-Being and Stress Coping Levels: Study Protocol

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Introduction: Adolescence is a sensitive developmental period with increased risk for stress and mental health problems. Schools are important community settings for prevention and health promotion. Nurse-led, school-based interventions may provide an effective and sustainable approach.
Objectives: The aim of this study is to evaluate the effectiveness of a Mental Health Empowerment Programme on adolescents' mental health literacy, competencies, coping strategies, and well-being.
Methods: A quasi-experimental pre–post-follow- up controlled design will be carried out with 102 adolescents aged 15–16 years from a public high school in Istanbul, Türkiye. Participants will be assigned by class clusters to intervention and control groups. The intervention includes six weekly modules adapted from an evidence-based mental health empowerment programme and a booster session at three months. Data will be collected at baseline, post-intervention, and at three-month follow-up.
Results: Recruitment and baseline data collection for pilot study will start in January 2026. It is expected that the intervention group will show greater improvements in literacy, competencies, coping, and well-being compared to the control group.
Conclusions: This study protocol describes one of the first nurse-led school-based mental health empowerment programmes for adolescents in Türkiye. The results are expected to support the integration of literacy, first aid, and stress management into school health practice and to highlight the role of nurses in promoting adolescent mental health.

Disclosure of Interest: None Declared

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Effectiveness of a Mindfulness Program in Reducing Academic Stress among University Students

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Introduction: Academic stress negatively impacts students' well-being and performance. Mindfulness has shown effectiveness in reducing stress and improving emotional regulation. This study assessed the impact of a Mindfulness program on academic stress among university students in Ecuador.
Objectives: To evaluate the effectiveness of a Mindfulness program in reducing academic stress among students at the School of Social Work, Luis Vargas Torres Technical University (Ecuador).
Methods: A quantitative quasi-experimental study with pre- and post-intervention measures was conducted. The sample consisted of 46 students divided into two groups (experimental and control, n=23 each). The *Academic Stress Inventory (SISCO SV-21)* and the *Academic Stressors Scale (ECEA)* were applied. The intervention included 16 Mindfulness sessions adapted to the university context.
Results: A significant reduction in academic stress levels was observed in the experimental group following the Mindfulness intervention. Statistical analysis using the Student's *t*-test for related samples showed a highly significant difference between pre- and post-test scores ($p < 0.0001$), indicating a strong effect of the intervention on stress reduction. The mean stress score decreased from 63.52 (SD = 11.59) to 37.71 (SD = 23.40), representing a reduction of 40.7%. In contrast, the control group showed no significant differences between pre- and post-test scores ($p > 0.05$), maintaining relatively stable levels of academic stress throughout the study period. These findings demonstrate that the positive changes were attributable to the Mindfulness program rather than to external or temporal factors.

Table 1.

Group	N	Pretest (M ± SD)	Posttest (M ± SD)	p
Experimental	23	63.52 ± 11.59	37.71 ± 23.40	<0.0001
Control	23	61.84 ± 12.07	60.13 ± 11.89	ns

Additionally, qualitative feedback collected at the end of the program revealed improvements in concentration, emotional regulation, and academic motivation among participants, further supporting the quantitative results.
Conclusions: The Mindfulness program proved to be a highly effective strategy for reducing academic stress and promoting psychological well-being among university students. The results confirm that systematic training in attention, breathing, and self-awareness can enhance coping strategies and emotional regulation in demanding academic contexts. The program's impact suggests its potential inclusion as a permanent component of institutional health promotion policies in higher education. Integrating Mindfulness-based interventions can contribute to reducing burnout, improving academic performance, and fostering resilience and mental health literacy within the student population. Future studies are recommended to explore longitudinal effects and expand the intervention to diverse educational settings.

Disclosure of Interest: None Declared

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Digital Detox at Sea: Reducing Internet and Smartphone Overuse while Improving Well-being in Young Adults

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Introduction: Problematic use of internet and smartphones has become a significant risk factor for mental health, particularly among young adults. Excessive screen time and compulsive digital behaviors are linked to decreased psychological well-being, impaired emotion regulation, and reduced social connectedness.