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TABLE OF CONTENTS

TABLE OF CONTENTS	i
The effects of health literacy program to improve anemia in pregnancy.....	1
Health literacy and autism spectrum disorder: systematization of experience	3
The development of a food eating literacy model with community participation for people with type 2 diabetes in Wangsomboon district, Sakaeo province.....	5
Health literacy on preventive behaviors and health effects of particulate matter smaller than 2.5 microns (PM2.5) in Thai people in health region 7 khon kaen.	7
Result of health literacy enhancement among infertile	9
Effects of promoting mental health literacy by strength based telephone counseling .	11
Safety media for mental health support.....	13
Development of health education and health counseling model to mothers using line official account application for prenatal screening for severe Thalassemia, Thailand.	14
Do health and e-health literacy protect against vaccine hesitancy – a cross-sectional among parents of children suffering from chronic diseases.....	16
Strengthening mental health literacy by using digital platform mental health check in	18
Telehealth in prenatal care: health literacy and self-management during pandemic and the future	20
The study on situation of indoor air quality in early childhood development center at regional health promotion center 7 khonkaen	22
The association between mental health literacy and help-seeking intention to mental well-being among secondary school students in Semarang, Indonesia	24
Mental health literacy, resilience, and mental well-being among high school students: A study in Semarang, Indonesia	26
The relation between psychological distress and mental help seeking intention of adolescents: the mediating role of mental health literacy	28
Digital media literacy leads to health literacy in schools.....	30
Health literacy organization : development of the health behavior modification model for patients with Non-Communicable Diseases (NCDs) in health center by smile center model	32
Tai (Shan) screening and promoting developmental tool of newborn – 5 years old for community volunteers and migrant worker parent.	34

Factors associated with ventilator weaning among patients in the intensive care unit - an exploratory study	37
The effectiveness of resilience quotient program to mental health literacy in the model workplace at Khon Kaen Province, Thailand.....	39
Health systems literacy of Filipina migrant workers in Japan: a survey on Philippine and Japanese health care	41
Knowledge, demand and willingness to pay for prenatal screening among women of reproductive age in Thua Thien Hue province	43
Effectiveness of promoting health literacy in the elderly, regional health promotion center 1, Thailand	46
The role of public relations media with health knowledge at Health Center 7, Khon Kaen	48
Effect of positive self-talk training program for guardians with depression on adolescent depression	50
Effects of pertussis vaccine education on pregnant women's knowledge and vaccination decisions.....	53
Developing a health-literate community in health zone 4, Thailand towards healthy citizens.....	54
Measurement and development program of digital environmental literacy affecting behavior of preventing health impacts in women of reproductive age	56
Outcomes of providing parents of children received iron supplementals with educational media. health promoting hospital, regional health promotion center 7 Khon Kaen.....	58
Exploring factors affecting Covid-19 preventive behaviors among university students in the post-pandemic: basis for nursing health education	60
Exploring perceptions on mental health counseling among parents and students: a qualitative study	62
Exploring cue to action and its impact on early screening participation among individuals aged 45-64 in Ulaanbaatar, Mongolia	64
Knowledge, attitude about evidence-based practice among nurses at Ho Chi Minh Oncological hospital.....	66
The short food literacy questionnaire validity and reliability analysis among adults in Indonesia	68
The development of a food eating literacy model with community participation for people with type 2 diabetes in Wangsomboon district, Sakaeo province	70
Factors associated with health literacy in early childhood rearing of parents in the middle zone of Northeastern Thailand	72

Health literacy for policy driving of taking care of covid-19 patients in home and community isolation for operating staffs and related officials during covid-19 pandemic in 2022 in the health region 7	74
The role of e-health and health literacy in shaping the opinions about the usability of national patient portal	76
Effects of the youth health literacy development program on behavior change to prevent unintended pregnancy problems, Health District 7	78
Predictive factors for acceptance behaviors of the caregivers of psychiatric patients admitted in Suansaranrom Hospital, Surat Thani Province	83
Physicians' literacy in face of the international classification of diseases technological transition: from ICD-10 to ICD-11	85
Biomedical informatics literacy: multiple strategies for preparing new generations...	87
The association between health literacy and behaviors of preventions and control of coronavirus disease 2019 among people in health region 4.....	89
Relationship between mental health literacy and help-seeking intention among health students.....	91
A model for developing lifestyle medicine with health literacy to drive the organization towards a healthy city in Roi Et province.	93

Mental health literacy, resilience, and mental well-being among high school students: A study in Semarang, Indonesia

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INTRODUCTION: Good health and well-being is one of the Sustainable Development Goals in which mental health and well-being are integrated. However, in Indonesia for the past few months, there have been an increasing number of mental health cases that have happened due to low mental well-being status among adolescents including high school students. In fact, this particular situation is not only affected by poor psychological factors such as resilience but also mental health literacy. Hence, research on Indonesian high school students' mental well-being along with the influence of both resilience and mental health literacy is urgently needed.

OBJECTIVES: This study aims to investigate the relationship between mental health literacy (both knowledge and overall literacy) and resilience toward mental well-being among high school students using adapted measurements for the Indonesian population.

METHODS: Ethical approval of this study was given by the Board of Psychology Faculty Ethical Committee prior to the data collection. Following that, the data collection was conducted at a private High School in Semarang using convenience sampling. A total of 792 junior and senior high school students completed several measurements namely Mental Health Literacy Questionnaire – Short Version (MHLq-sv), Mental Health Promoting Knowledge (MHPK-10), Brief Resilience Scale (BRS) and Warwick-Edinburgh Mental Well-Being Scale (WEMWBS).

RESULTS: Based on the statistical analysis results, mental health promoting knowledge was found to be the only variable that has significant correlation with age (r

= .103; p = .004), which means as the students get older they acquire more adequate knowledge. Furthermore it was found that both mental health promoting knowledge and overall literacy both have statistically significant correlation with resilience and mental well-being although multicollinearity was tested beforehand. In the multiple regression model, results show that mental health overall literacy and resilience affect mental well-being simultaneously ($F = 177.811$; p = .000). Compared to that, mental health promoting knowledge and resilience presented a stronger significant effect on mental well-being simultaneously ($F = 321.431$; p = .000).

CONCLUSION: To conclude, this research would be beneficial for the mental health professionals who work with adolescents, specifically high school students. In the future, the stakeholders should not only note the importance of resilience but also mental health literacy to enhance mental well-being status among high school students in general.

KEYWORDS: mental health literacy, resilience, mental well-being, high school students, Indonesia