

A Virtual Brief Psychosocial Intervention on Mental Wellbeing of Community College Students During the Pandemic: A Pilot Study

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Abstract

Family, friends and peers are often seen as pillars of social support, especially in challenging times. However, during the pandemic where there are constant fear of infection, uncertainties, social isolation, and everyday disruptions, interactions with acquaintances and even strangers, even virtually and briefly, may help provide comfort and support. This study evaluated the ‘Inner Nurturing for Personal Growth Series’ of virtual psychosocial workshops aimed at improving mental wellbeing and decreasing feelings of uncertainty for students attending a community college. Facilitated by helping professionals, the workshops intended to create a sense of belonging and solidarity among participants while physically apart. The Self-Compassion Scale – Short Form, Intolerance of Uncertainty Scale, and the Short Warwick-Edinburgh Mental Well-being Scale were administered before and after each of the first three out of five workshops. 36 participants from different age groups (18-24yo, 25-34yo, 35-44yo, 55-64yo) completed both the pre- and post-tests. Repeated-measures t-tests were conducted on the sub-scale and total scores to determine changes in participants’ psychosocial wellbeing after workshop participation. The post-tests revealed a significant increase in participants’ self-kindness, $t(35) = 2.273$ ($p < .05$) and common humanity, $t(35) = 2.132$ ($p < .05$), and a significant decrease in prospective anxiety, $t(35) = -2.123$ ($p < .05$). The results provided preliminary recommendations on how time-limited, virtual psycho-social workshops may help students cope with pandemic-induced stress. To the authors’ knowledge, this was the first study to provide a statistical picture of the benefits of attending virtual brief psychosocial interventions among higher education students in Hong Kong.

Keywords: Socio-Emotional Learning, Virtual Brief Psychosocial Intervention, Weak Ties, Transferrable Psychological Resources, Mental Wellbeing, Higher Education Students

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Introduction

The beginning of university life can be a challenging experience for most secondary school leavers (Morosanu, Handley, & O'Donovan, 2010; Clark, 2005), and this life stage has been identified as having the highest level of incidence in mental health illnesses (Ibrahim, Kelly, Adams, & Glazebrook, 2013). There is now decades of evidence demonstrating that the transition into higher education is often marked by academic, financial, social and developmental stressors that can negatively impact students' academic outcomes, confidence, belonging, wellbeing and mental health (e.g. Tinto, 2003; Kahu & Nelson, 2018; Fisher & Hood, 1987; Harris, 2019). As such, transition difficulties can lead frequently to academic under-performance and to withdrawal from university (Ishii *et al.*, 2018; Munro & Fisher, 2004; Machie, 2001).

While higher education students' mental health has been a growing concern even before the global COVID-19 outbreak, a growing number of studies have demonstrated the negative impact of the pandemic on this vulnerable population. A recent study found that during the pandemic, more than half of the students had experienced a higher level of anxiety (60.8%), feeling of loneliness (54.1%) and depression (59.8%) as they moved closer to graduating. A majority of students (60.9%) also found it hard to complete the semester at home (Lee, Solomon, Stead, Kwon and Ganti, 2021). Similarly, another study reported that more than 50% of students had experienced levels of anxiety and depression above the clinical cut offs, with females scoring significantly higher than males (Chen & Lucock, 2022).

The predictability of our lives is constantly disrupted in the times of COVID-19. Students have lost out on important elements of higher education such as in-class learning, internships, and graduation ceremonies (Aucejo, French, Araya & Zafar, 2020); social interactions (Son, Hegde, Smith, Wang & Sasangohar, 2020), peer support, and general normalcy (Sirriner, Kliner & Gollery, 2021). The worldwide measures of lockdown and social distancing have limited opportunities for normal socialising and establishing relationships for students, who have developed greater reliance on the use of social media, and possible chronic loneliness resulting from enforced preventive measures such as lockdowns, social distancing, self-isolation and quarantine (Shah, Nogueras, Woerden & Kiparoglou, 2020). For some, the pandemic has spurred an existential crisis that disrupts their identity and sense of meaning (Bogdanova & Rezvushkin, 2021).

Social belonging is fundamental to human beings (Baumeister & Leary, 1995), and it is widely documented that social support is associated with positive psychological and health outcomes. In higher education, there is a solid foundation of research indicating that social support plays an essential role in promoting students' academic achievement and mitigating emotional exhaustion (Li, Han, Wan, Sun & Cheng, 2018), facilitating self-efficacy (Lyrakos, 2012), adopting positive coping strategies (Mai, Wu & Huang, 2021), acting as a buffer against stressful events (Alsubaie, Stain, Webster & Wadman, 2019), and helping first year students deal with stressors associated with the challenge of transitioning to university (Urquhart & Pooley, 2007). Recent studies demonstrated that the benefits of social support for alleviating the effects of stress among university students also extend to the times of COVID-19, mitigating for the experience of stress (e.g., McLean, Gaul & Penco, 2022; Mai, Wu & Huang, 2021; Szkody, Stearns, Stanhope & McKinney, 2021).

While the need for social support to ensure the preparation and success of all students has never been more important in covid times, during the pandemic where in-person social

interactions are constantly limited by physical distancing, travel restrictions and lockdown, ordinary social support has become a luxury for many. Traditionally family and close friends are often regarded as pillars of social support, with the bulk of the existing evidence derived from research examining social relationships with close others (strong ties), such as family, romantic partners, and friends. Nevertheless, more recent research suggests that a wider range of interactions may contribute to fulfilling the fundamental human needs to belong and desire for connection, including those with acquaintances and even strangers (weak ties).

Weak tie relationships are typically characterised by those involving infrequent contact, low emotional intensity, and limited intimacy (Sandstrom & Dunn, 2014). Although there has been a paucity of research that examines the relationship between weak tie interactions and wellbeing, emerging findings suggest that in addition to strong ties, a wider range of relationships may contribute to fulfilling the social need to belong. For example, a greater sense of belonging and positive affect was reported by participants who simply interacted with a barista at a coffee shop (Sandstrom & Dunn, 2013), or when a passerby made eye contact instead of looking past them (Wesselmann, Cardoso, Slater, & Williams, 2012). For Sandstrom and Dunn (2014), weak ties were positively related to social and emotional wellbeing, in both university student and community samples. Nevertheless, the perception of strangers may vary depending on the location where the social encounter takes place. A recent qualitative study reported interesting findings that strangers are considered ‘friendly’ if they are met in semi-public spaces (e.g., a café or library) because of shared commonalities, and ‘dangerous’ if met in public spaces (e.g. streets), particularly at night (Zeeb & Joffe, 2020). In other words, the positive influence of interactions we have with our acquaintances, or even strangers, on our feelings of belonging and subjective wellbeing should not be underestimated.

During the pandemic, lockdown and social distancing measures have imposed digital platforms as the only means for communication, professional work, as well as for entertainment purposes in everyday life. In education, digital technology plays an important role whereby teaching is undertaken remotely, with students undergoing synchronous and asynchronous learning through digital platforms.

The rapid advancement of mobile internet technology and social media in recent years has led online communities to become one of the main channels for people to send requests for help and exchange views and opinions with others (Liu, Zhu & Xia, 2021). With the global societies under lockdown, digital technology therefore serves a vital role in maintaining virtual human interactions and socio-emotional connectedness (Kanekar & Sharma, 2020). A recent longitudinal study demonstrated that university students increased their use of digital tools for emotional regulation (e.g., to receive support from others) in times of social isolation and restricted movements during the pandemic (Tag *et al.*, 2022).

Based on the above, the purpose of the study was to explore the implementation and effectiveness of an online-based brief psychosocial intervention aimed at enhancing the level of student support service at a community college in Hong Kong during the pandemic. Recognising the loss of ordinary social support during the pandemic and the emerging benefits of weak tie interactions, the intervention was offered to the school-based network (students, staff, and alumni) as well as members of the wider community. The results of this study would be useful for administrators and staff, at both faculty and university levels, who have the interest to develop evidence-based virtual time-limited support services to improve the psychological wellbeing for their students, particularly in times of crises.

The Intervention

Drawing upon ideas from humanistic and positive psychology that focus on discovering and nurturing human strength and life's positive qualities, purpose and meaning, the intervention, consisted of five online brief psychosocial workshops, were broadly connected by the umbrella theme of "*Inner Nurturing for Personal Growth*". The topics covered by the workshop series included smartphone addiction and health, sleep hygiene, resilience, personal growth, and self-compassion.

The goal of the workshop series was to raise awareness of mental wellbeing and self-care and promote a sense of solidarity and social connection to help build community identity and resilience during tough times. To achieve this, the workshops were led by community helping professionals experienced in delivering psychosocial interventions. By leveraging community resources to promote mental wellbeing, the series aimed to foster resilience and wellbeing within the school and the wider community through expanded support and meaningful school-community collaboration. The leverage also helped take some of the pressure off school counsellors, as well as frontline academic staff who often do not have sufficient training on supporting student mental health difficulties (Margrove, Gustowska & Grove, 2012) and whose mental health wellbeing needs at universities across the world has tended to be overlooked.

Each workshop lasted approximately 1.5 to 2 hours and was conducted online via the Zoom online conferencing tool. Participants were encouraged to reflect inward, connect to their inner selves, and improve overall emotional regulation using a combination of teaching, experiential activities, and reflective exercises. In addition to the zoom built-in chat box, polling and break out rooms, other online platforms such as Mentimeter and Kahoot! were used to encourage participant engagement and interactions.

The workshops were considered low-intensity intervention for mental health. Low-intensity interventions generally refer to cost effective, brief evidence-based psychological interventions for those experiencing from mild to moderate psychological issues. In other words, the workshops were not intended for those seeking intensive psychological support.

Evaluation Purpose and Design

The virtual brief psychosocial intervention was an initiative designed to empower students through inner strength, agency, and community empowerment to deal with the change, stress and uncertainty during unprecedented challenging times. To evaluate the implementation and effectiveness of the intervention, the results addressed the following two evaluation questions:

1. Will the virtual brief psychosocial intervention lead to a statistically significant improvement in participants' mental wellbeing?
2. How the results can be transferred to similar or different interventions in the future aimed at enhancing student support in higher education?

Scope

The intervention was organised by a community college in Hong Kong during the fifth wave of the COVID-19 outbreak, with the city implementing stringent social distancing restrictions to control the spread of the virus.

All workshops were free of charge offered to students, staff, alumni and the general public. Composite and individual posters were created to provide basic information about the series and workshops, and they were distributed through school e-mails and social media (e.g., WhatsApp, IG).

Workshop registration was done via a designated registration link or QR code. Upon successful registration, participants received a confirmation e-mail which provided details of the workshop including the Zoom link. For intervention evaluation, online pre- and post-intervention surveys were distributed to participants via e-mails.

Design

Measures

A Qualtrics pre-intervention evaluation survey was embedded in the confirmation e-mail which collected information about participants' demographics and their reasons for joining the workshops. The survey also asked participants to respond to a list of questions concerning their self-compassion, intolerance of uncertainty and mental wellbeing. These questions were also included in the post-intervention evaluation survey.

The three measures used for pre- and post-intervention evaluation were:

-Self-Compassion Scale–Short Form (SCS–SF; Raes, Pommier, Neff & Van Gucht, 2011): A 12-item (e.g., I try to see my failings as part of the human condition) self-report measure of capacity for self-compassion – the ability to hold one's feelings of suffering with a sense of kindness, connection, and concern. The 12 items are rated on a 5-point Likert scale ranging from 1 (almost never) to 5 (almost always). The six subscales are self-kindness, self-judgement, common humanity, isolation, mindfulness and over-identified. Items of self-judgement, isolation and over-identified are negatively worded. A greater score in each subscale of the entire scale indicates a greater level of self-compassion.

-Intolerance of Uncertainty Scale (IUS-12; Carleton, Norton & Asmundson, 2007): A 12-item (e.g., Unforeseen events upset me greatly) self-report measure of responses to uncertainty, ambiguous situations, and the future. The 12 items are rated on a 5-point Likert scale ranging from 1 (not at all characteristic of me) to 5 (entirely characteristic of me) to evaluate two subscales of intolerance of uncertainty – prospective anxiety and inhibitory anxiety. A greater score in each subscale indicates a greater level of prospective anxiety and inhibitory anxiety.

-The Short Warwick-Edinburgh Mental Well-being Scale (SWEMWBS; Stewart-Brown, 2009): A 7-item (e.g., I've been feeling useful) self-report measure of mental wellbeing. The 7 items are rated on a 5-point Likert scale ranging from 1 (none of the time) to 5 (all of the time). A greater score indicates a higher level of mental wellbeing.

Data Analysis

Statistical tests were conducted with the Statistical Package for Social Sciences (SPSS) version 26 software. The current intervention evaluation adopted repeated-measures t-tests to identify potential changes in participants' responses to the sub-scales and total scores of the measured variables, in order to determine whether their psychosocial wellbeing has improved after workshop participation.

Ethical Considerations

Information about and an explanation of the ethical considerations of the intervention evaluation were provided to all participants, and they were asked to sign an informed consent when they agreed to participate in the evaluation.

Completion of the online pre- and post-intervention evaluation surveys was voluntary, anonymous, and confidential. Participants had the rights to skip questions that they did not feel comfortable answering. Participants were reassured that they were able to withdraw from the intervention evaluation at any time without any adverse consequences. Their right to take part in the workshops would not be affected.

To maintain data confidentiality, all participants were provided with a code, known only to the authors to ensure that their identity remain anonymous and confidential. All data collected in the surveys would be anonymous and coded. All data analyses were conducted at the group level.

Conclusion: Results of the Intervention

1. Participant Characteristics

A total number of 227 participants attended the first 3 virtual psychosocial workshops of the ‘Inner Nurturing for Personal Growth Series’. 88 participants completed the pre-workshop survey, and 56 participants completed the post-workshop survey.

Among the 36 participants who completed both the pre- and post-workshop surveys, 8 (22.2%) were men, 26 (72.2%) were women and 2 (5.6%) decided not to mention their gender. The participants came from different age groups, with a majority of 22 (61.1%) from 18-24 years, 6 (16.7%) from 25-34 years, 2 (5.6%) from 35-44 years, and 6 (16.7%) from 45-54 years. 25 (69.4%) of the participants were existing students at the community college, while others included alumni, external students, and individuals from the community.

For workshop promotion, 12 (33.3%) found out about the workshop via digital promotional materials (e.g., poster), while 8 (22.2%) through email, 8 (22.2%) through Facebook, and 8 (22.2%) through word of mouth.

For the reasons of registering for the workshop series, 30 (83.3%) wished ‘to improve their knowledge and skills’ related to the specific workshop, 25 (69.4%) wished ‘to break out of their comfort zone and gain inspiration and new ideas’, 13 (36.1%) wished ‘to gain free professional advice’, 13 (36.1%) indicated that they wanted ‘to be able to cope with stress in general and related to current pandemic’, and 12 (33.3%) wished ‘to get a better understanding of myself and meet (virtually) people with similar interests and enthusiasm’. Table 1 shows the baseline characteristics of the participants.

2. Measured Variables

Self-compassion

After attending the workshop series, the participants reported statistically significant higher sub-scale scores in self-kindness ($t(35) = 2.273, p = .029$) and common humanity ($t(35) = 2.132, p = .040$), and the percentage increases were found to be 11.78% and 11.94%,

respectively. No statistically significant changes were observed in other subscales including self-judgement, isolation, mindfulness and over-identified, and the total self-compassion score.

Category	Characteristic	Total (N=36)	
		Count	Table Valid n %
Gender	Male	8	22.2%
	Female	26	72.2%
	Rather not say	2	5.6%
Age	18-24	22	61.1%
	25-34	6	16.7%
	35-44	2	5.6%
	45-54	6	16.7%
Role	HKMU Student	25	69.4%
	HKMU Alumni	1	2.8%
	External Student (University)	1	2.8%
	Other	9	25.0%
How did you find out about the workshop?	Email	8	22.2%
	Facebook	8	22.2%
	Digital promotional materials e.g. Poster	12	33.3%
	Word of mouth	8	22.2%
Why do you register for this workshop? (More than one option is allowed)	To improve my knowledge and skills related to this workshop	30	83.3%
	To break out of my comfort zone and gain inspiration and new ideas	25	69.4%
	To gain free professional advice	13	36.1%
	To be able to cope with stress in general and related to current pandemic	13	36.1%
	To get a better understanding of myself and meet (virtually) people with similar interests and enthusiasm	12	33.3%

Table 1: Baseline Characteristics of the Participants

Measured Variable	Pre-survey Mean (SD)	Post-survey Mean (SD)	Mean Difference (SD)	Percentage Change	<i>t</i>	<i>df</i>	<i>p</i> -value
Self-compassion	3.02 (.50)	3.15 (.34)	-0.13 (.51)	-4.30%	-1.560	35	.128
Self-Kindness	6.11 (1.49)	6.8 (1.66)	0.72 (1.91)	11.78%	2.273	35	.029*
Self-Judgement	5.56 (1.68)	6.02 (1.68)	0.47 (2.44)	0.08%	1.160	35	.254
Common Humanity	5.78 (1.94)	6.47 (1.90)	0.69 (1.95)	11.94%	2.132	35	.040*
Isolation	5.94 (1.66)	5.78 (2.02)	-0.17 (2.13)	-2.86%	-0.469	35	.642
Mindfulness	6.75 (1.38)	6.8 (1.82)	0.14 (2.00)	2.07%	0.416	35	.680
Over-identified	6.81 (1.82)	7.02 (1.75)	0.22 (2.02)	3.23%	0.661	35	.513
Prospective anxiety	23.92 (4.24)	22.42 (4.61)	-1.50 (4.24)	-6.27%	-2.123	35	.041*
Inhibitory Anxiety	13.81 (4.10)	13.9 (4.11)	0.17 (3.15)	1.23%	0.318	35	.753
Mental Well-being	22.14 (5.81)	21.42 (5.85)	-0.72 (4.17)	3.25%	-1.040	35	.305

* $p < .05$

Table 2: Summary of the Results of the Repeated-Measures T-tests on Measured Variables

Intolerance of uncertainty

After attending the workshop series, participants reported statistically significant lower subscale scores in prospective anxiety ($t(35) = -2.123, p = .041$) with a percentage decrease of 6.27%. However, no statistically significant change was observed in their inhibitory anxiety.

Mental Wellbeing

There was no statistically significant change observed in participants' overall mental wellbeing when comparing their responses in the pre- and post-intervention evaluation surveys.

Table 2 summarised the results of the repeated-measures t-tests performed to review the potential improvements in participants' psychological wellbeing after attending the workshop series.

Conclusion: Evaluation of the Intervention

To the authors' knowledge, this was the first study to provide a statistical picture of the benefits of attending virtual brief psychosocial interventions among higher education students in Hong Kong. More importantly, the study provided preliminary evidence of how the workshop series met its goals and objectives of improving participants' psychological wellbeing during the COVID-19 pandemic. Three key themes of the intervention implementation were identified as follows:

Theme 1: Coping with COVID-related stressors with self-compassion

Our findings showed that the intervention was effective in improving certain components of self-compassion among the participants. In particular, the increase in self-kindness may reflect the intervention's success in promoting participants' awareness and acceptance of the "problems" they experienced during the pandemic, especially loneliness and its associated anxiety and depression. The strengthened sense of common humanity could be a result of the semi-public encounters provided by the virtual workshops, where participants from weak tie relationships shared similar reasons and purposes of joining the events.

The observed positive psychological changes served as evidence of the assumption that self-compassion is trainable (Kirby, Tellegen & Steindl, 2017). Intervention strategies such as Compassionate Mind Training (CMT; Gilbert, 2009), the Mindfulness-Based Stress Reduction programme (Kabat-Zinn, 1991; Shapiro *et al.* 2007) and the Mindful Self-Compassion programme (Neff, 2011) are commonly recommended to promote individuals' self-compassion. However, our findings suggested that instead of providing intensive, well-designed and structured training programmes, self-compassion can also be cultivated in virtual brief school-based interventions. Moving the traditional face-to-face intervention online therefore may offer a promising alternative cost-effective measure to provide school-wide support to students in higher education settings.

Theme 2: Welcoming uncertainty related to future events

Another significant reduction observed was in participants' prospective anxiety which may reflect their increased readiness and preparation to cope with threats associated with future events. This sense of preparedness may shield participants from the feelings of anxiety and worry towards threats associated with the COVID-19 (Zhang & Fan, 2022), shifting the possible existential crisis to spiritual and existential growth, such as having greater clarity about life's meaning and a greater sense of harmony with the world (Tedeschi, Cann, Taku, Ssenol-Durak & Caolhour, 2017).

When asked about the reason(s) of registering for the workshops, over 80% of the participants selected "To improve my knowledge and skills related to this workshop", indicating a strong need of equipping oneself to handle existing or future problems. Our findings may indicate the intervention's success in fulfilling this wish, i.e., a significant need of information, and hence resulted in the participants' stronger sense of self-agency. In other words, after attending the workshops, participants may feel more in control of their life during difficult times. It may also suggest that for these participants, direct counselling or psychotherapies is not always necessary. Our intervention which focuses more on psychoeducation could already be a source of timely, targeted and sufficient support.

Theme 3: Cultivating transferral psychological resources for the post-pandemic era

Both self-compassion and prospective anxiety were found to be significant predictors of one's life satisfaction in times of COVID-19 (Maftai & Lăzărescu, 2022). However, it is believed that these facets not only protect individuals from the psychological disequilibrium brought by social, economic and personal disruptions during the pandemic, or help them adapt to the post-pandemic "new normal", but also help them face similar challenges in other life transitions, such as education and career transitions, especially in scenarios where important decision-making is required (Terry, Leary & Mehta, 2013; Kroshus, Hawrilenko & Browning, 2021). These psychological resources are transferrable and would help individuals remain hopeful in face of various transition difficulties in life.

Most importantly, our findings reflected that low-intensity interventions could be a type favourable practice to overcome cultural barriers associated with the provision of psychosocial support, especially mental health stigma and face concerns among the Chinese communities (Chen, Mak & Lam, 2020). The strength-based (as opposed to problem-oriented) approach helps to normalise help-seeking behaviour and reduce the stigma associated with mental health problems in university settings. More importantly, the virtual intervention format allows participants to hide their identities (Yurayat & Seechaliao, 2021), helping students with social concerns to "save face", which in turn may result in increased readiness to seek help.

Limitations and Future Work

The current study had several limitations. First, the small sample size of participants who completed both pre- and post-workshop surveys may affect the generalisability of the evaluation result to the entire group of attendees. Second, qualitative evaluation that reveal how particular intervention components and process may cultivate intrapersonal and interpersonal competencies among the participants is lacking. Third, the longitudinal effects

of the intervention were not examined. Future exploration may address these limitations to provide a more comprehensive evaluation of the intervention.

Intervention Recommendations

The results of this intervention evaluation provides the following recommendations on student support and socioemotional learning in higher education settings:

Accessibility
<ul style="list-style-type: none"> · Recognising the important role of mental health in students’ academic performance and providing opportunities that normalise help-seeking behaviour · Balancing the intensity of interventions and the degree and mode of facilitation based on the population size and level of needs of targeted participants to increase student support services accessibility
Flexibility
<ul style="list-style-type: none"> · Using digital connection as sources of social connectedness and social support from a wider network of individuals (Long <i>et al.</i>, 2022) · Shifting face-to-face encounters to hybrid or purely online sessions depending on health and financial considerations and related restrictions
Creativity
<ul style="list-style-type: none"> · Rethinking the format of psychological intervention using digital connection · Exploring new contact means such as text-based communication that does not require synchronicity, participants to be simultaneously available (Kluck, Stoyanova & Krämer, 2021)
Weak Ties
<ul style="list-style-type: none"> · Promoting personal growth through meaningful interactions with peers, acquaintances and strangers · Creating opportunities of participating in semi-public encounters where participants can enjoy self-expression in a distant yet secure and trustable relationships
Community Solidarity & Humanity
<ul style="list-style-type: none"> · Preserving strong and sustainable community networks in face of physical isolation · Incorporating a systems approach which promotes a sense of membership in schools and the community (Long <i>et al.</i>, 2022)
Humanistic/Positive Psychology
<ul style="list-style-type: none"> · Providing a positive and empowering environment by conceptualising students’ needs from a humanistic/ positive psychology perspective which stresses the nurturance of inner resources (e.g., identity, savouring, strengths, forgiveness, the meaning of life), instead of adopting a problem-solving perspective in student development

- Re-thinking, re-designing and re-shaping teaching pedagogies by integrating specific evidence-based low-intensity intervention strategies to take students' holistic and life-long development (i.e., education and career transitions) into consideration in regular teaching and learning

Cultural Responsiveness

- Addressing the potential stigmatisation (i.e., cognitive and motivational biases) towards mental health problems and cultural face concerns when providing psychological interventions in Chinese communities
- Respecting anonymity and protecting the right of participants to hide their identity during the intervention process to promote feelings of safety and autonomy

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