# Young people’s concerns in wellbeing programs: Evidence Summary

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**Purpose:** This document translates the literature evidence synthesis on young people’s concerns in wellbeing programs into a ‘Frequently Asked Question’ aligned with the iyarn matrix model. This FAQ is designed to:

1. Provide a ‘snapshot’ of the research evidence, useful in conversation and materials with stakeholders;
2. Mirror the extended literature review, so the detail is *always* available to those who want it, and you can provide assurance that the claims made are warranted by the evidence;
3. Align with the iyarn matrix model, which shows how the features of the tool target particular outcomes;

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## Topic: How do check-in apps build wellbeing, and what are young people’s key concerns when using them in schools?

### Background assumptions and context

Wellbeing and learning are linked together, and organisations that work with young people are increasingly concerned with the wellbeing of those young people. Recent global and local events including COVID-19 and the 2019 bushfires have impacted wellbeing and mental health. In themselves, these events are dynamic and uncertain, an issue many find challenging. They also demonstrate the dynamic and uncertain nature of learning, with shifts in use of technology, and student needs, over this time. As such, while there is emerging evidence regarding the impact of these events, the evidence landscape is unlikely to be static, with shifting needs, technological capabilities, and cultural preferences and regulation around privacy and use of apps for wellbeing.

### Key questions:

* What are the key concerns and preferences for young people in using check-in apps, including concerns around privacy?
* What are the key considerations for parents in giving consent to their children engaging with digital wellbeing and mental health programs in school?

## What are the key preferences and concerns for 14-19 year old age young people in using check-in apps, including concerns around privacy?

Young people are increasingly able to access self-help resources and apps around physical and mental health and wellbeing.

Young people may not adequately understand privacy and professional obligations regarding confidentiality.

Recent research has shown that high school students may have a limited understanding of the professional confidentiality obligations, with some believing all information will be kept confidential, and concerns regarding confidentiality acting as a barrier to access in cases.

Co-design has been proposed as a method to develop apps, and foster their use and support at both app design stage, and implementation stage.

## What are the key considerations for parents in giving consent to their children engaging with digital wellbeing and mental health programs in school?

There is very little research or evidence available regarding parents experience of giving consent for their children to engage with digital wellbeing and mental health programs in schools. However, some research does indicate that the requirement to seek parental consent for engagement with apps may be a barrier to youth participation, where young people have concerns around privacy. While apps specifically targeting young people should have clear guidance for young people, and organisations working with them, there are concerns around privacy on wellbeing apps in wider use.

## What role can parents play in early identification and support for mental health?

There is a growing body of evidence surrounding parents experience of supporting young people with mental health issues which has been boosted by the co-design approach of services such as Reachout that provide parents with information and support about caring for teenagers and mental health. Support for parents is a critical part of growing a wellbeing ecosystem around students and schools. Parents may not be sure how to respond to difficulties, and find it hard to gain information, or support their child.