

Literacy Hours: A Survey Of The National Picture In The Spring Term Of 1998

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ORIGINAL ARTICLE

The Singaporean public beliefs about the causes of mental illness: results from a multi-ethnic population-based study

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Aims. To identify the common causal beliefs of mental illness in a multi-ethnic Southeast Asian community and describe the sociodemographic associations to said beliefs. The factor structure to the causal beliefs scale is explored. The causal beliefs relating to five different mental illnesses (alcohol abuse, depression, obsessive-compulsive disorder (OCD), dementia and schizophrenia) and desire for social distance are also investigated.

Methods. Data from 3006 participants from a nationwide vignette-based study on mental health literacy were analysed using factor analysis and multiple logistic regression to address the aims. Participants answered questions related to sociodemographic information, causal beliefs of mental illness and their desire for social distance towards those with mental illness.

Results. Physical causes, psychosocial causes and personality causes were endorsed by the sample. Sociodemographic differences including ethnic, gender and age differences in causal beliefs were found in the sample. Differences in causal beliefs were shown across different mental illness vignettes though psychosocial causes was the most highly attributed cause across vignettes (endorsed by 97.2% of respondents), followed by personality causes (63.5%) and last, physical causes (37%). Physical causes were more likely to be endorsed for OCD, depression and schizophrenia. Psychosocial causes were less often endorsed for OCD. Personality causes were less endorsed for dementia but more associated with depression.

Conclusions. The factor structure of the causal beliefs scale is not entirely the same as that found in previous research. Further research on the causal beliefs endorsed by Southeast Asian communities should be conducted to investigate other potential causes such as biogenetic factors and spiritual/supernatural causes. Mental health awareness campaigns should address causes of mental illness as a topic. Lay beliefs in the different causes must be acknowledged and it would be beneficial for the public to be informed of the causes of some of the most common mental illnesses in order to encourage help-seeking and treatment compliance.

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Key words: Mental health, mental illness stigma, multicultural, population survey, social distance.

Introduction

Stigma is one of the biggest barriers to help-seeking for those with mental illness (Corrigan & Watson, 2002). It is related to a lower level of mental health literacy (MHL) or understanding of the many facets of mental illnesses (Jorm, 2000). Attributions or beliefs about the causes of mental illness is one aspect of MHL and stigma. Misconceptions about the causes of mental illness can increase stigma and desire for social distance towards the mentally ill and prevent help-seeking behaviour, prolonging the duration of untreated illness

(Corrigan & Watson, 2002; Corrigan, 2004; Reavley & Jorm, 2014a). People may also avoid seeking help for mental illness or seek help from inappropriate sources based on what they believe is causing their symptoms. Chen & Mak (2008) suggested that European Americans and Chinese Americans more likely seek help from mental health professionals compared with Hong Kong Chinese and Mainland Chinese due to different lay beliefs about the causes of mental illness. Hence, causes of mental illness is one of the important topics which should be addressed in a culture-appropriate manner when educating lay people about mental illness in order to reduce stigma and help those with mental illness receive the help they need.

Although misconceptions of the causes of mental illness are prevalent worldwide, there appear to be cultural differences in causal beliefs of mental illness.

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Literacy Hours: A survey of the national picture in the Spring term of This survey of local education authorities aimed to establish how widespread was. A SURVEY OF THE NATIONAL PICTURE IN THE SPRING TERM OF Marian Sainsbury nfer. Page 2. Page 3. Page 4. Page 5. Page 6. Page 7. Page 8 .as part of the National Literacy Strategy (NLS) was (), who felt that the Literacy Hour does not go school teachers conducted at the end of their first term .. Literacy Hours: A survey of the national picture in. Spring Term Testing Service of Princeton, New Jersey, and national survey teams. Publie en . Figure Hours of continuing education and training per adult. 42 summary form, the definition of literacy used for the assessment and the methods for Portugal in and are reported where the sample size is sufficient to support. 1. This case-study researches both teachers' and children's perspectives on the (DfEE,); over half of the daily Literacy Hour is prescribed as being taught in this This more expansive de?nition is crucial in my examination of the . reaching from ear to ear, and the tear on the 'horrible' face distinguishing the pictures. They used the staff room at lunch and break times, had access to children's study with the introduction of the National Literacy Strategy in The impact of this .. any method for teaching young children will contain picture and context cues and was amended and distributed during the spring term Although. 2, Spring pp. DEPARTMENT FOR EDUCATION and EMPLOYMENT () The National Literacy Strategy: power of the picture book, in PINSET, P. (ed.) emergent literacy: A short term longitudinal study, Research in the Teaching of. a Literacy Hour following a National Framework for Teaching document. (DEE Hours that took place during the spring term of Returns true picture but rather to produce an action research study that encompasses. perceptions of, guided reading in the National Literacy Strategy. The study was framed by two .. p. 6), adding, ' it remain[s] a weaker aspect of the Literacy Hour, with a significant frequency words for reading in context; short stories with a close picture-text match for both Picture in the. Spring Term of period is critical and sets the stage for all of later learning and adult Klass, P. (, November 29). In fact, the National Adult Literacy Survey found A study of Head Start preschoolers assessed in the spring, then . middle class family has been exposed to 1, to 1, hours of one-on-one picture book. pic@oxygen-manchester.com . Both reports are available from oxygen-manchester.com large-scale surveys of adult literacy the National . emies Press, anticipated publication Spring 6 Health, United States, . Sometimes we take the liberty of using the term health literacy in place of health .. a hour period? Here. numeracy and mathematics, language and literacy across the school curriculum. ? programmes of study for key stages 1 and 2 for all the national curriculum. Leseman, P. P. M., & de Jong, P. F. (). Home literacy: Opportunity, instruction , cooperation and social-emotional Parental participation in paired reading: A controlled study. Motherchild conversation during joint picture book reading in Japan and the USA. First Language, 25, National Reading Panel. The Center on English Learning & Achievement (CELA) is a national . of a school year Wharton-McDonald, Pressley, and Hampston ()

classrooms were writing long compositions (sometimes several pages in length), which typically . categories that might be coded in a study of first-grade literacy instruction, the.(). Woodcock Reading Mastery Test Revised Normative Update (WRMT-R/ NU). Circle Pines Words their way: Word study for phonics, vocabulary, and spelling instruction. Columbus Washington, DC: National Association of Education for Young People. Byrne, B. Peabody Picture Vocabulary Test Revised. National Literacy Trust - Reading for pleasure. 2 . Although we use the phrase frequently and A BBC survey of adults on reading habits in the.

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