

Combining Education and Video-based Contact to Reduce Stigma of Mental Illness:

“The Same or Not the Same” Anti-stigma Program for Secondary Schools in Hong Kong

Abstract

This study examined the effects of three versions of school-based stigma reduction programs against mental illness – education, education followed by video-based contact

(education-video), and video-based contact followed by education (video-education).

Participants were 255 students from three secondary schools in Hong Kong and completed measures of attitudes, behavioral intentions, and knowledge at pre-test, post-test, and 1-month follow-up. Results suggested that education as a standalone strategy had a narrower impact.

Education produced positive changes in knowledge at post-test and in attitudes at post-test and follow-up, but had no significant effect on behavioral intentions. The two combined

education and contact approaches showed significant improvements in all three areas at post-test and follow-up. Interestingly, adding video-based contact on education could

significantly improve program effectiveness only when video-based contact was presented

after but not prior to education. Comparing with the education condition, the education-video condition showed larger improvements in behavioral intentions at post-test and follow-up and

in knowledge at follow-up. However, such differences were not observed when the education condition was compared with the video-education condition. Implications of these findings

for future research were discussed.

Keywords: Hong Kong; stigma reduction; mental illness; education; contact; adolescents