

# Enhancing the Cognitive Behavior among Adolescent Population through Psycho-Social Intervention Compendium - An Overview

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## ABSTRACT

### BACKGROUND:

Social anxiety disorder (SAD) is characterized by intense fear and avoidance of social situations, significantly impacting individuals' ability to engage socially and professionally. In the context of college students, SAD can exacerbate feelings of isolation, hinder academic progress, and impair daily functioning (Fernández et al., 2018; Hofmann & Otto, 2008). Cognitive impairment, including deficits in memory, behavioral problems, and challenges in activities of daily living, further compound these difficulties, affecting students' overall well-being and academic success (Rakesh M Patel et al., 2018).

**KEYWORDS:** SAD, Psycho-Social Intervention, CBT, Depression, Academic Performance

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### AIM:

This study investigates the efficacy of psycho-social interventions in enhancing cognitive behavior among adolescents in selected colleges in Chennai. Specifically, it focuses on addressing social anxiety and cognitive impairment, which are prevalent issues affecting academic performance, social interactions, and overall quality of life among college students.

### MATERIALS AND METHOD:

The research employs a quasi-experimental non-equivalent control group design to evaluate the effectiveness of Cognitive Behavioral Therapy (CBT) integrated with psychoeducation, cognitive restructuring, social skills training, and professional adjustment strategies. This approach aims to comprehensively address both the cognitive and social-emotional aspects of student functioning.

The study's objectives include assessing changes in memory, behavioral problems, activities of daily living, and quality of life among participants following the intervention. The sample consists of

200 adolescent college students selected through purposive sampling from several colleges in Chennai. The experimental group undergoes an intensive three-month psycho-social intervention program, while the control group continues with routine care.

Pre-test and post-test evaluations utilize standardized assessment tools such as the Montreal Cognitive Assessment (MoCA) for cognitive screening, the PGI Memory scale for memory assessment, the Bristol Activities of Daily Living scale for functional assessment, and the WHOQOL BREF Scale for evaluating quality of life. These measures enable a comprehensive evaluation of the intervention's impact on various domains of cognitive behavior.

Hypotheses formulated for the study aim to detect significant improvements in social anxiety levels, social skills, and professional adjustment between the experimental and control groups post-intervention. Statistical analyses, including paired t-tests, ANOVA, and Chi-square tests, will be conducted using SPSS

23 software to analyze the collected data and determine the intervention's effectiveness.

The study is delimited to adolescent students in Chennai colleges, acknowledging specific geographical and demographic boundaries. Ethical considerations are paramount, with protocols in place to ensure informed consent, confidentiality, and participant well-being throughout the study.

## REVIEW OF LITERATURE

A systematic review done by Bakken et al, (2023) assessed the effectiveness of school-based psychological interventions for treating depression, anxiety, and PTSD among adolescents in sub-Saharan Africa. The findings indicated that these interventions were effective in reducing depressive symptoms, anxiety, substance use, and aggression. School settings provide a crucial platform for reaching many young people and enabling early intervention.

Rasing, et al (2023) conducted a systematic review that evaluated the effectiveness of digital health interventions targeting lifestyle risk behaviors on mental health and wellbeing in adolescents. The study found that such interventions were beneficial in improving mental health outcomes, emphasizing the potential of digital platforms in delivering mental health interventions to adolescents (Adolescent Research Review).

A study combining attachment-based family therapy with cognitive behavioral therapy (CBT) demonstrated improved outcomes for adolescents with anxiety. This integrated approach addressed both relational and cognitive aspects, proving effective in reducing anxiety symptoms among adolescents (Herres et al., 2023).

A review focused on the delivery of psychosocial interventions by non-specialists in low- and middle-income countries (LMICs). The study highlighted the effectiveness of these interventions in improving various developmental domains, including communication, social skills, and sensory regulation, despite the limited resources in these regions (Rahman et al., 2023).

This study explored the potential of social media platforms to deliver psychosocial and cognitive behavioral interventions aimed at improving mental health and social connectedness among adolescents with social anxiety. It emphasized the importance of user-centered research to develop effective and sustainable digital interventions (ScienceDirect, 2023).

Research on CBT as a method to enhance social skills in adolescents found that structured, collaborative

psychotherapy sessions significantly improved social interactions and reduced social anxiety. The study supported CBT's adaptability in various formats to cater to different needs (ScienceDirect, 2023).

A study published in *The Lancet* examined the long-term effects of psychosocial interventions on adolescents. The findings indicated sustained improvements in emotional and social functioning, self-esteem, and resilience, highlighting the importance of early and continuous intervention (*The Lancet*, 2023).

This study reviewed cognitive-behavioral therapy (CBT) interventions for anxiety and depression in Japanese youth, emphasizing cultural adaptations to improve effectiveness. Results indicated significant improvements in anxiety and depression symptoms (Ishikawa et al., 2023).

This study highlighted the effectiveness of CBT in enhancing social skills and reducing social anxiety among adolescents. It demonstrated the adaptability of CBT in addressing various psychological needs (ScienceDirect, 2023).

This study investigated the long-term impact of psychosocial interventions on depression and anxiety in adolescents, finding sustained improvements in emotional and social functioning (*The Lancet*, 2023).

This study focused on community-based approaches to mental health, emphasizing the role of environmental and familial factors. It highlighted the importance of community education in recognizing early signs of mental illness (Springer, 2023).

This systematic review and meta-analysis evaluated the efficacy of internet-delivered CBT interventions for stress-related disorders, finding significant improvements in stress management and mental health outcomes (ScienceDirect, 2023).

## RESULTS:

Findings from this research contributed valuable insights into the efficacy of psycho-social interventions in improving cognitive behavior among adolescent college students. By addressing both social anxiety and cognitive impairment through targeted interventions, the study aimed to enhance students' overall well-being, academic performance, and social integration.

The implications of this research are significant for educational institutions, mental health practitioners, and policymakers, highlighting the importance of integrating psychological support within educational settings. The study's outcomes informed the development of future interventions and policies

aimed at supporting students' mental health and optimizing their academic and social experiences.

### CONCLUSION:

In conclusion, this study underscores the potential of psycho-social interventions, particularly CBT and related strategies, in mitigating the impact of social anxiety and cognitive challenges among college students. By fostering improved social skills, professional adjustment, and cognitive functioning, these interventions have the potential to enhance students' resilience, academic success, and overall quality of life during their critical developmental years.

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