



# Promotion of Emotional Well-Being and Mental Health among Youth

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**PUBLIC HEALTH**

UNIVERSITY OF MINNESOTA

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- Community-University research partnership
- Implemented the Communities that Care Prevention System
  - Coalition part of a larger project to promote the well-being and health of African American men
  - Emotional well-being and mental health selected as 1 of 4 health promotion goals
- **Today's Discussion:** How do family and community dynamics impact the coping strategies, mental health, and academic engagement of youth?

Brady, Winston III, & Gockley (2014)

Parker, Winston III, Simpson, & Brady (2018)

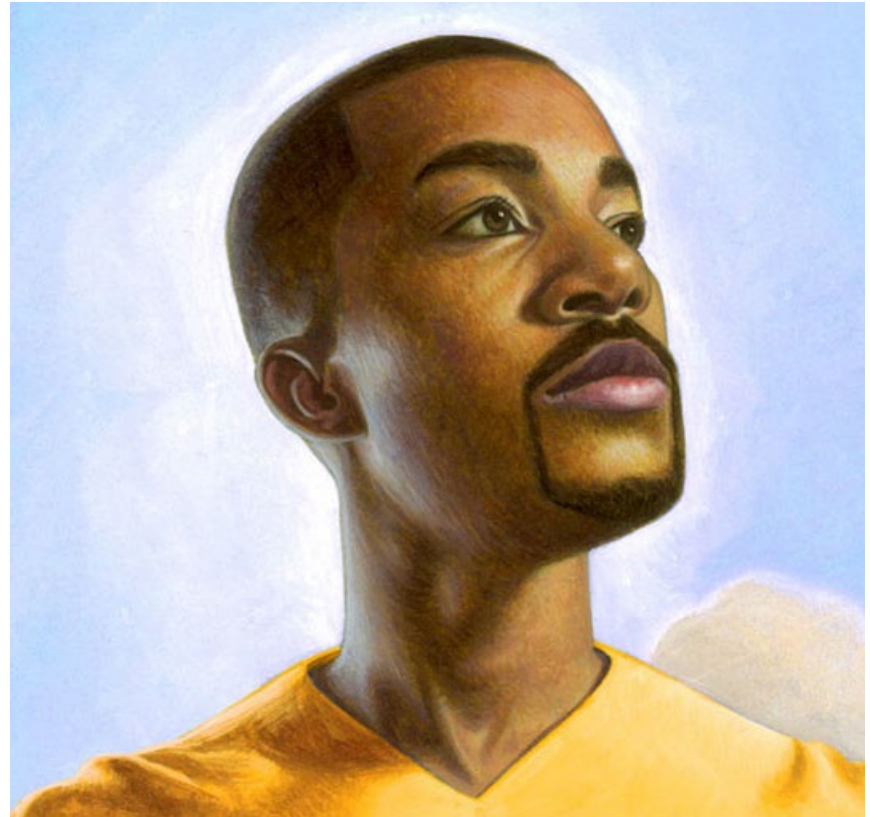
Brady, Parker, Jeffries, Simpson, Brooke-Weiss, & Haggerty (2018)



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# Communities Invested in Healthy Life Trajectories of Our Youth: Acknowledgements

- **University of Minnesota Medical School Program in Health Disparities Research**
- **National Institute of Minority Health and Health Disparities (U54MD008620)**
  - Center for Healthy African American Men through Partnerships (CHAAMPS)
- **Annie E. Casey Foundation**
- **Hazel Park Area Coalition**
  - Capetra J. Parker, MPH
  - Elijah F. Jeffries, BS
  - Dr. Delores Henderson, Principal (retired)  
Hazel Park Preparatory Academy
  - Mr. Andrew Jones, Branch Director  
East Side Boys & Girls Club
- **Center for Communities that Care**
  - Blair L. Brooke-Weiss, MSPH
  - Kevin P. Haggerty, PhD



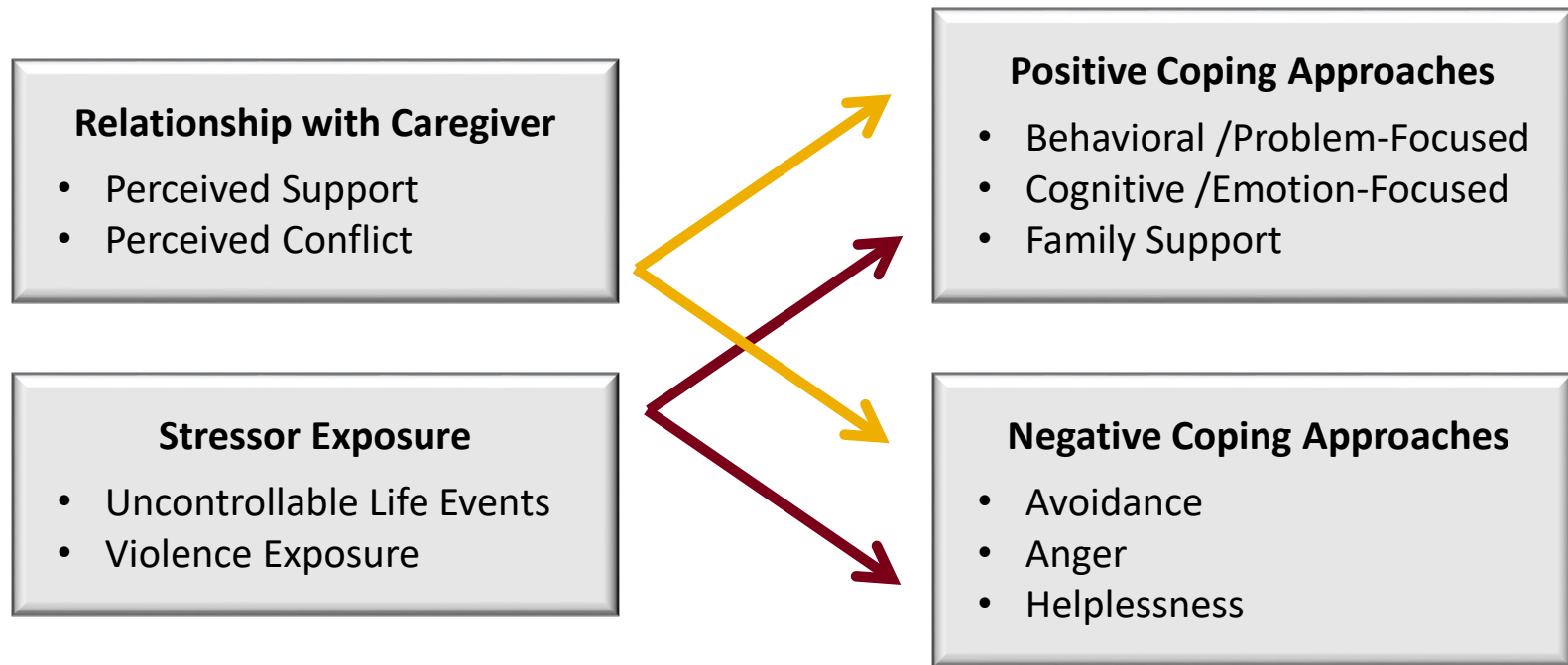
<https://chaamps.com/>

<https://www.communitiesthatcare.net/>

## Question 1: Environmental Correlates of Coping

**Are youths' relationships with their caregivers and stressor exposure associated with their approaches to coping?**

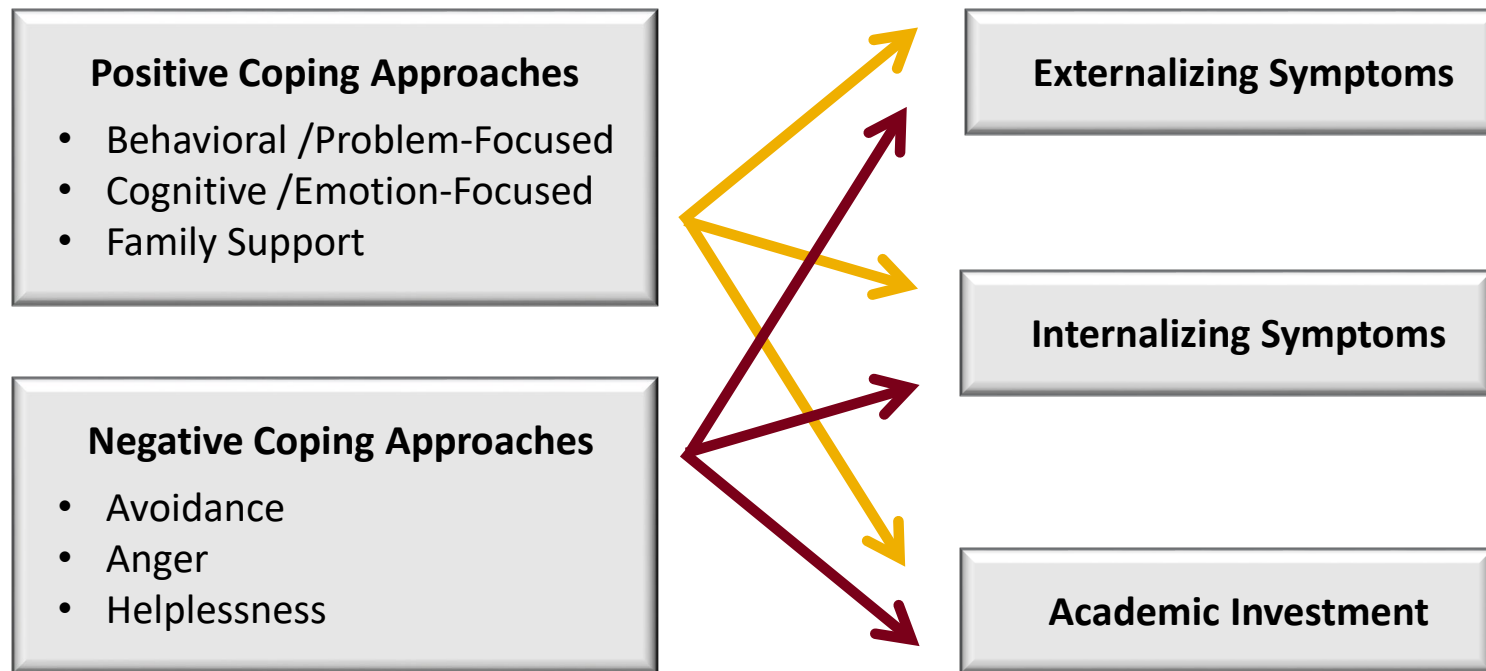
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## Question 2: Behavioral Correlates of Coping

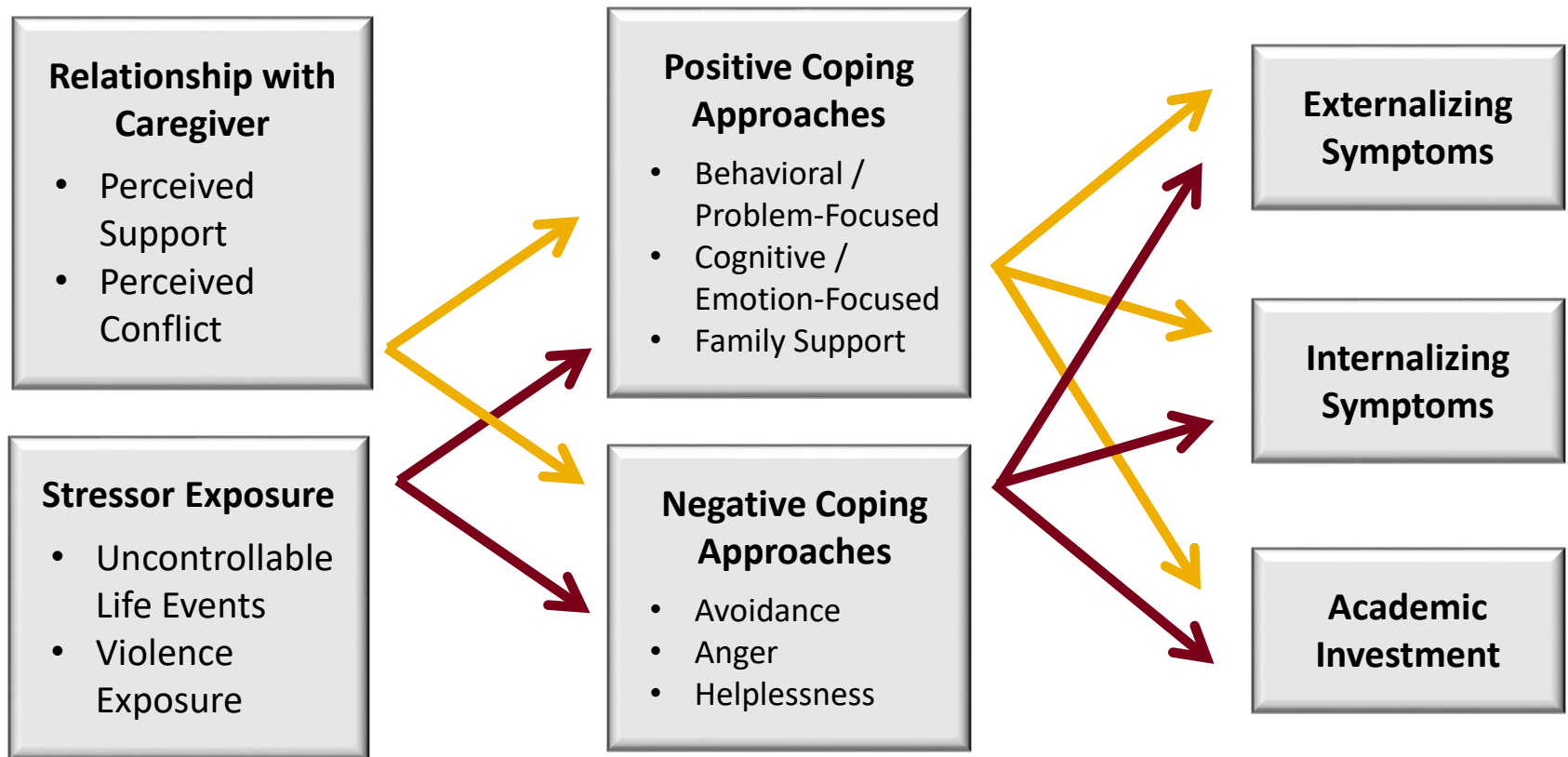
**Are youths' approaches to coping associated with their externalizing symptoms, internalizing symptoms, and academic investment?**

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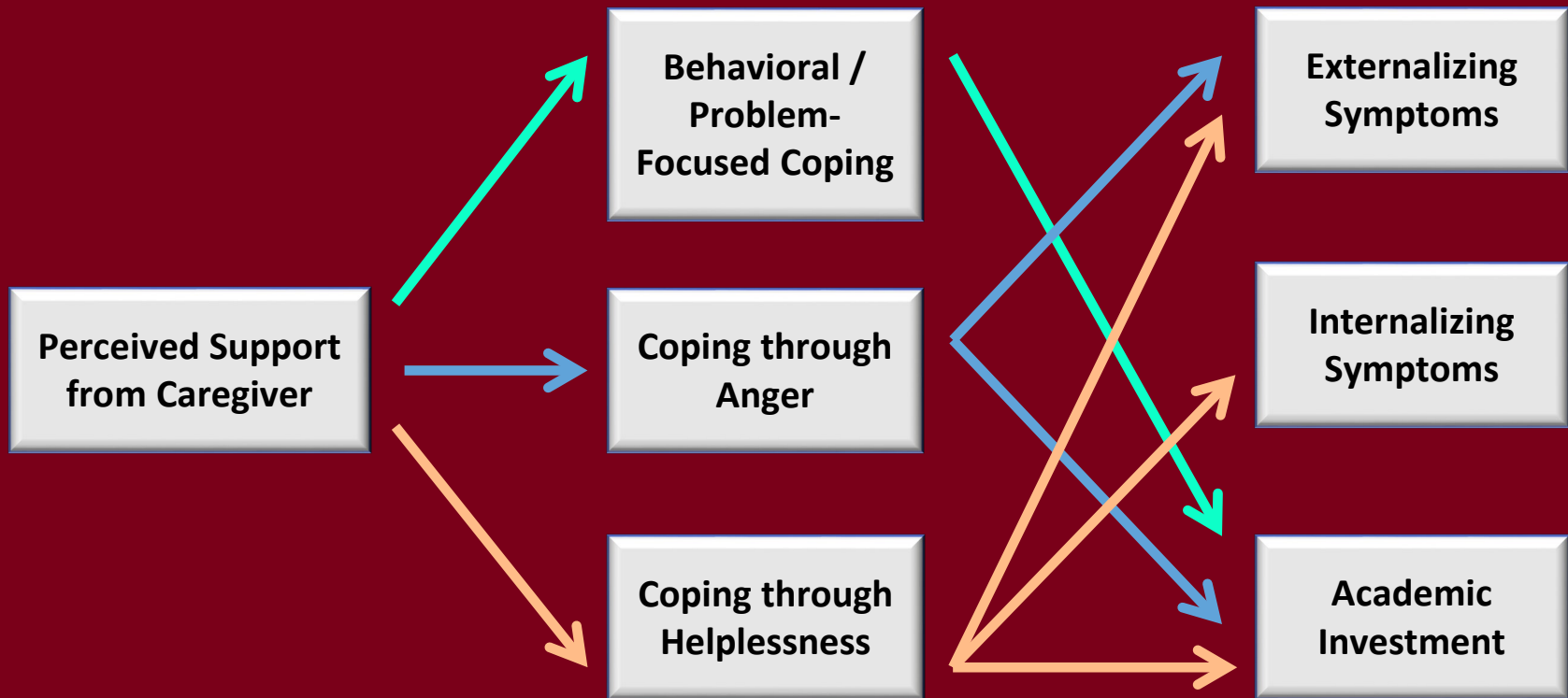
### Question 3: Coping as a Potential Mediator of Associations

**Do youths' approaches to coping explain associations between family and community factors and youths' externalizing symptoms, internalizing symptoms, and academic investment?**



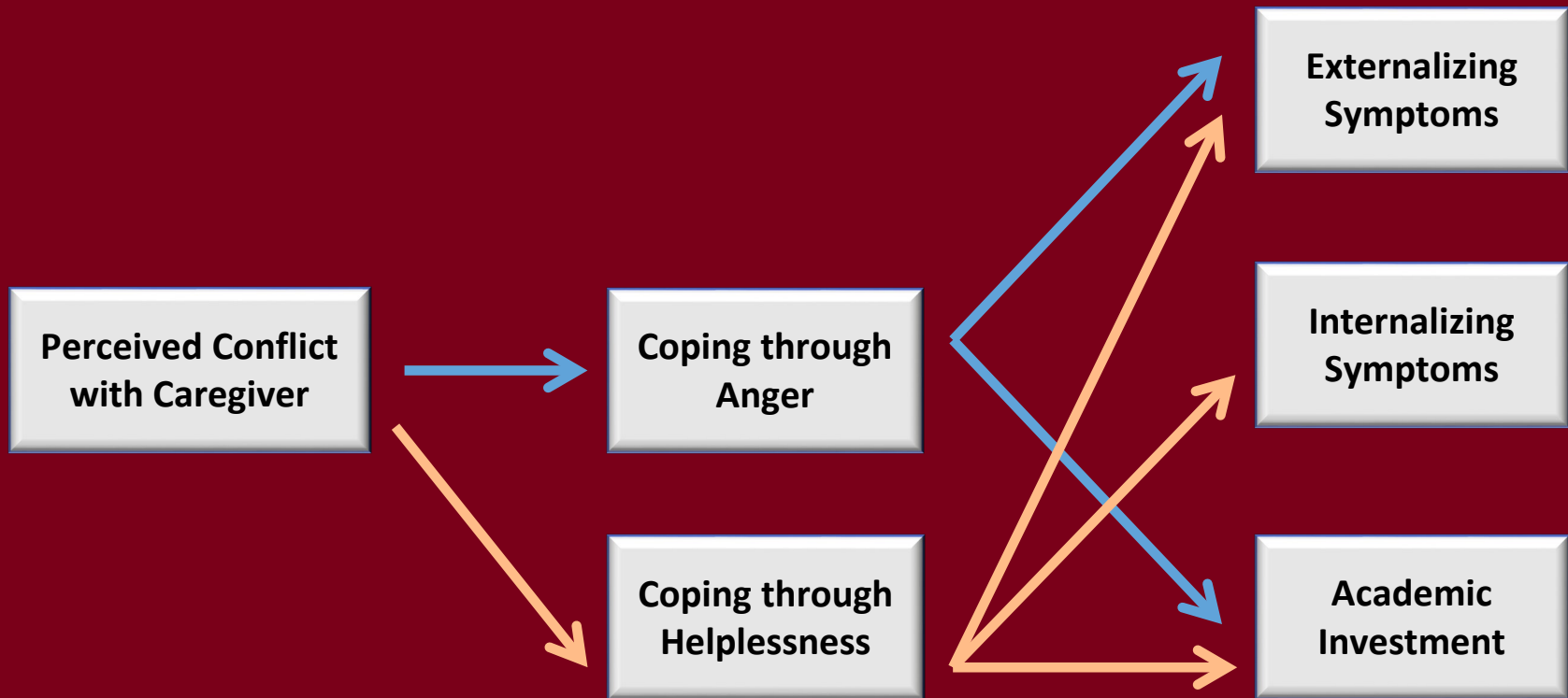
### Question 3: Perceived Support from Caregiver & Youths' Coping

Perceived support from caregiver influences youths' externalizing symptoms, internalizing symptoms, and academic investment through coping.



### Question 3: Perceived Conflict with Caregiver & Youths' Coping

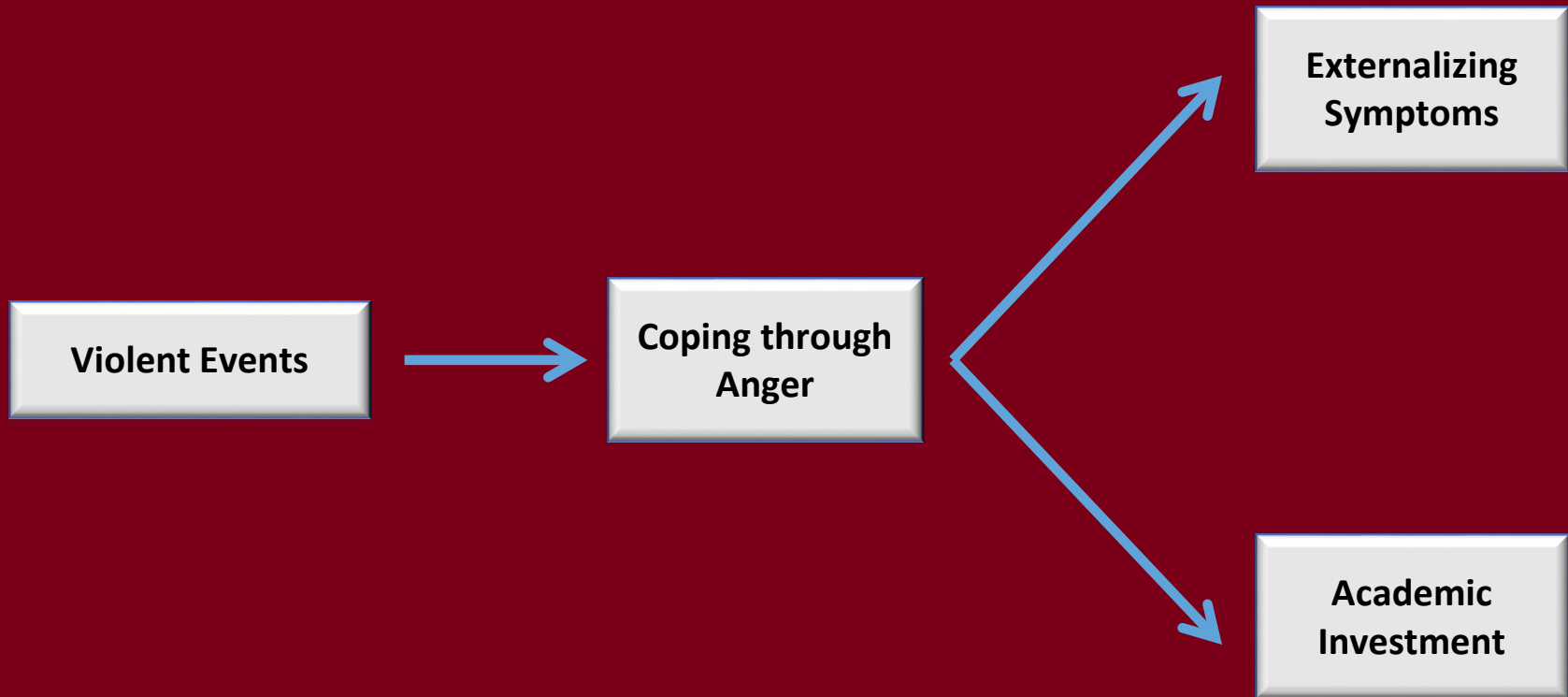
Perceived conflict with caregiver influences youths' externalizing symptoms, internalizing symptoms, and academic investment through coping.



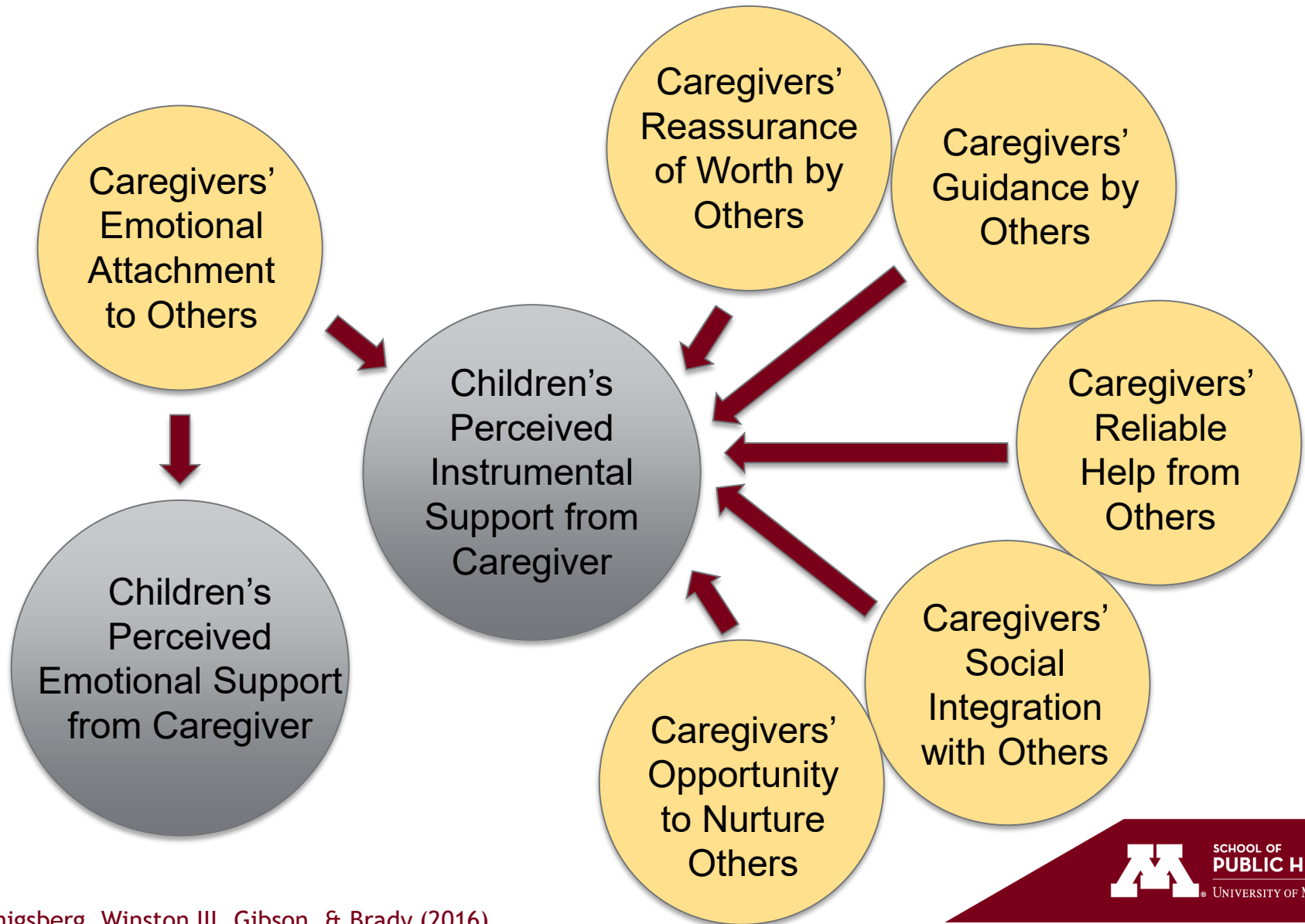


### Question 3: Exposure to Violence & Youths' Coping

Violence exposure influences youths' externalizing symptoms and academic investment through coping.



# African American Caregivers' Resources for Support: Implications for Children's Perceived Support from their Caregiver



# Race-related Stressors and Resources for Resilience: Associations with Emotional Health and Behavioral Health among African American Youth

- African American youth in the United States grow up in a society with a long, pervasive and living history of interpersonal and institutional racism
  - Civil rights
  - Education
  - Housing
  - Employment
  - Juvenile and criminal justice systems



# The Ideal:

Community members are a resource for support and resilience





Ferguson, Missouri – August, 2014 in the aftermath of  
police shooting of Michael Brown

Photo by Scott Olson/Getty Image





Minneapolis, Minnesota –  
4<sup>th</sup> Precinct protest over shooting of Jamar Clark on November 15, 2015

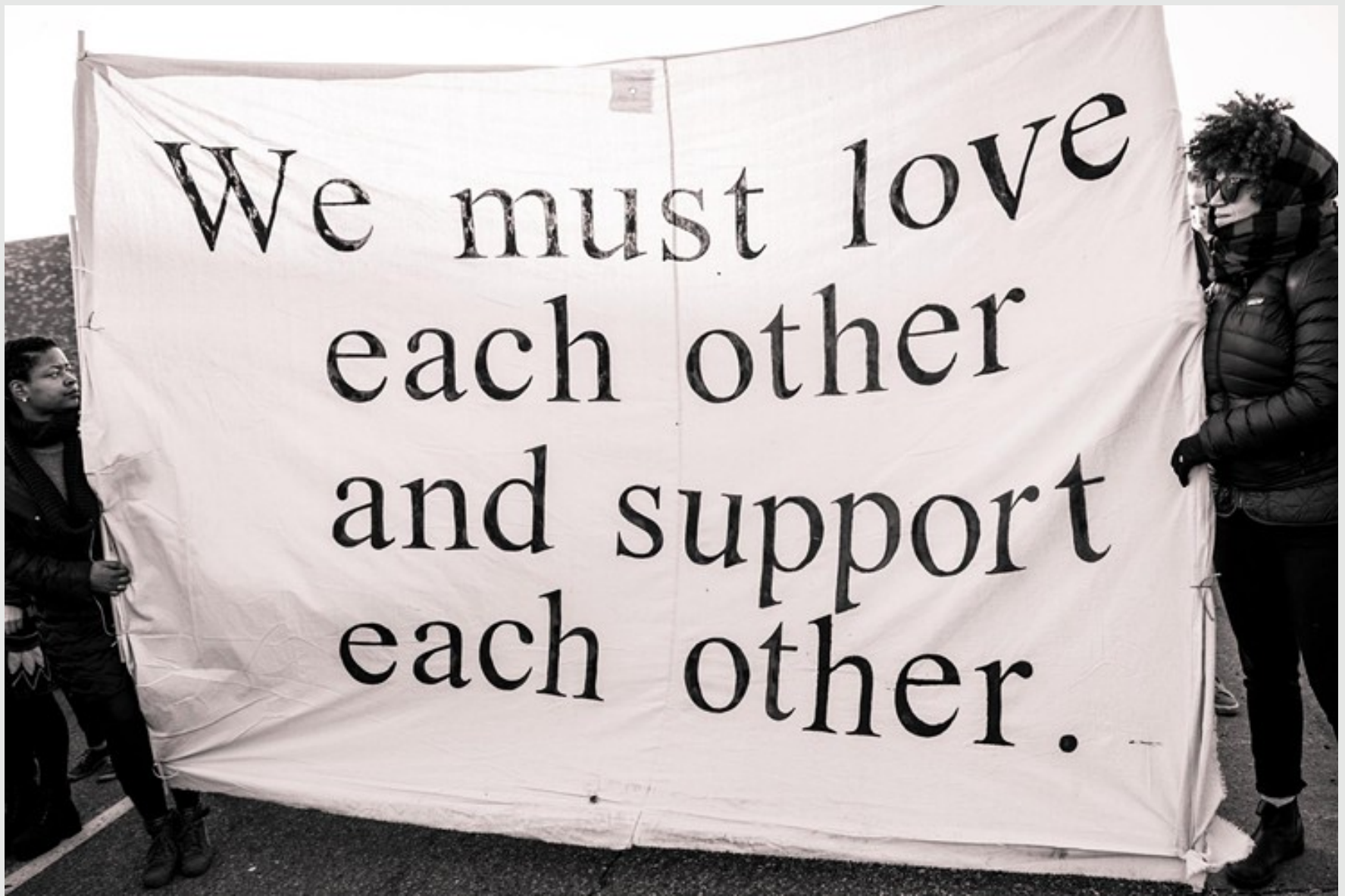
<https://www.rt.com/usa/322654-police-chemicals-protesters-clark/>



Minneapolis, Minnesota –  
4<sup>th</sup> Precinct protest over shooting of Jamar Clark on November 15, 2015

<http://www.bbc.com/news/world-us-canada-34912235>





Minneapolis, Minnesota – City Hall Protest, November, 2015

<http://www.citypages.com/arts/the-art-of-black-lives-matter-7878093>



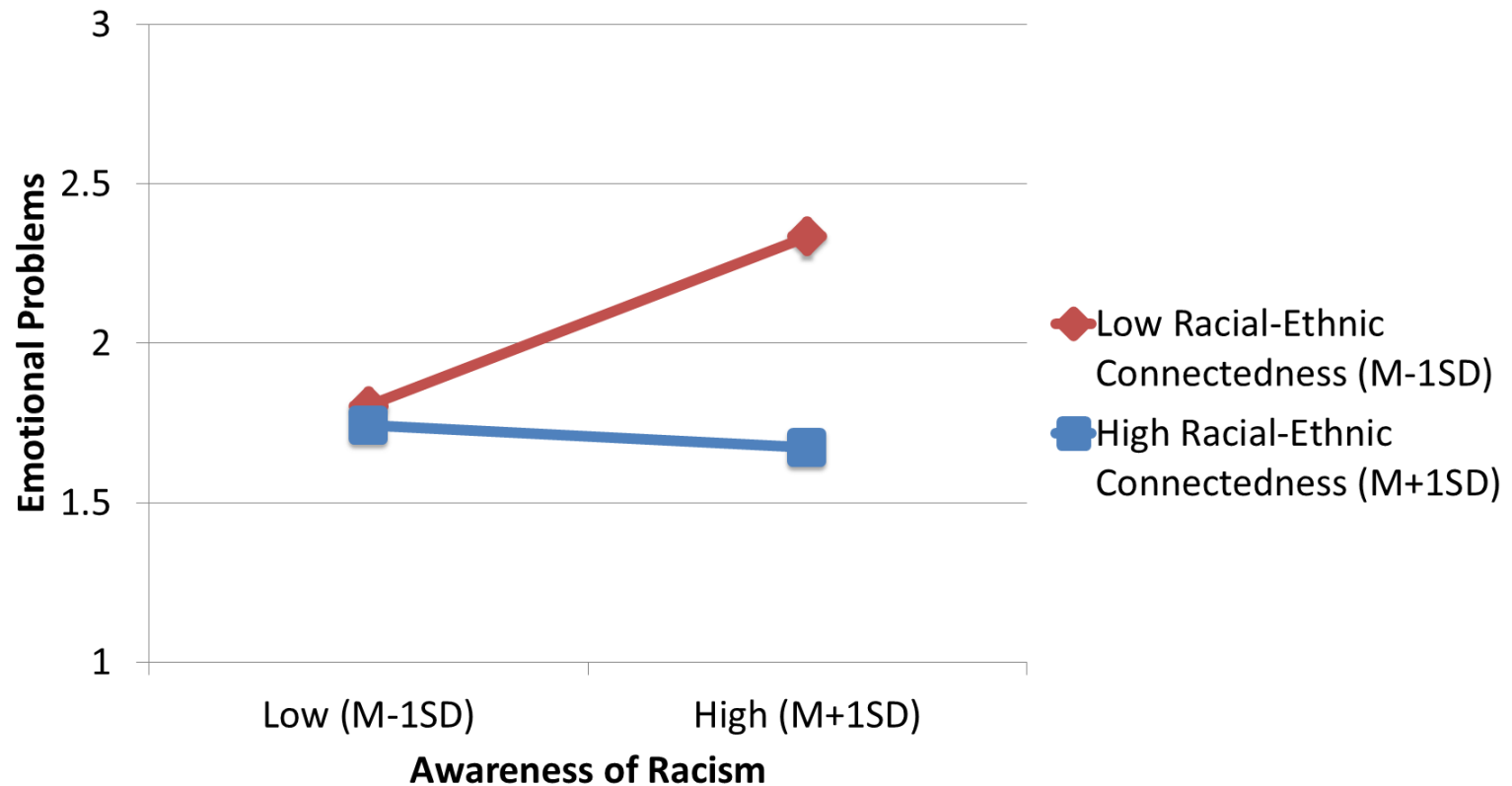


Aftermath of police shooting of Philando Castile on July 6, 2016

<https://www.npr.org/tags/485432381/philando-castile>

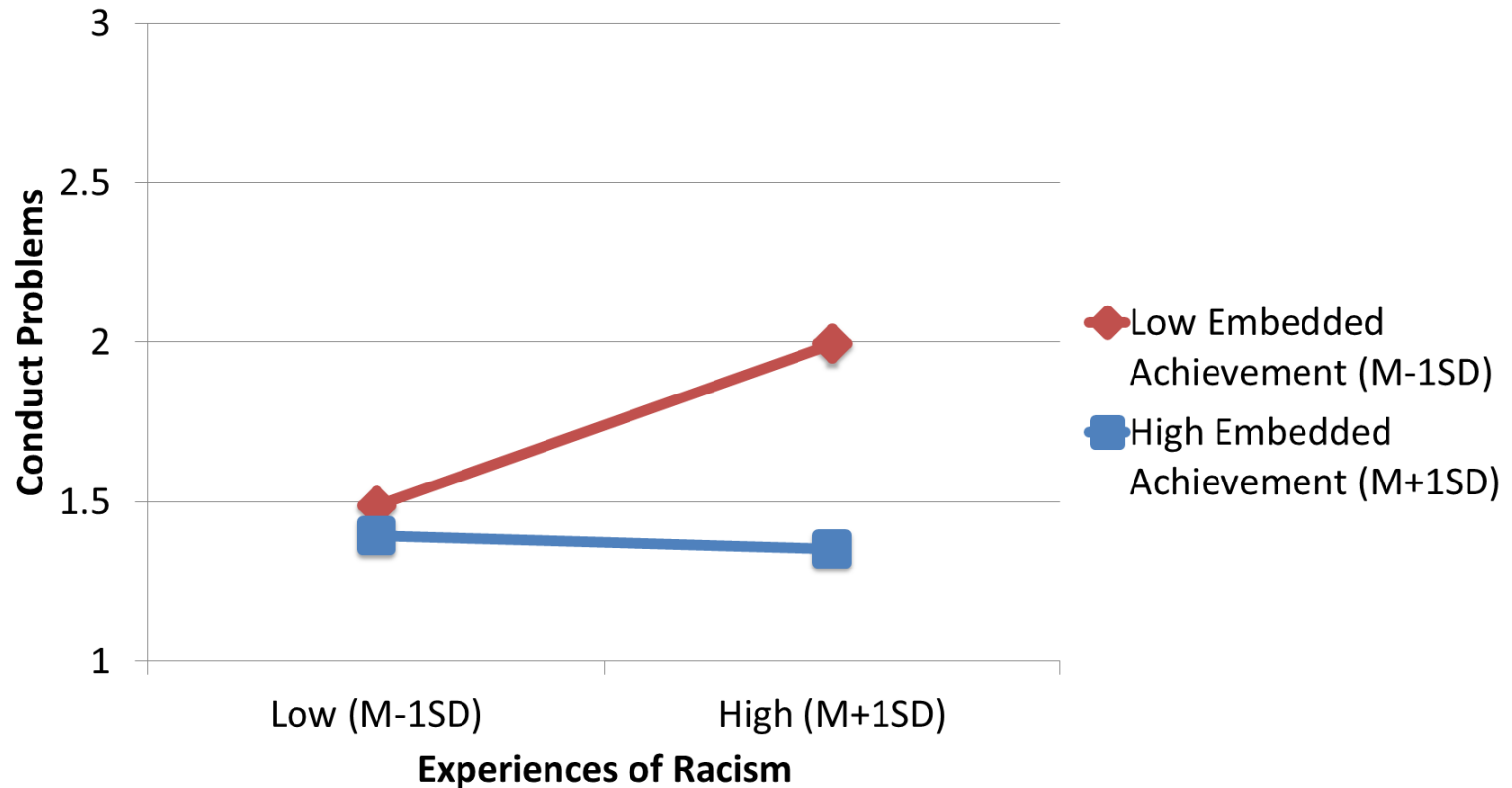
# Resource for Resilience: Racial-Ethnic Connectedness Protects African American Youth from Racism-Related Emotional Problems

**Figure 1. Emotional Problems by Awareness of Racism and Racial-Ethnic Connectedness**



# Resource for Resilience: “Embedded Achievement” Protects African American Youth from Racism-Related Conduct Problems

**Figure 2. Conduct Problems by Experiences of Racism and Perceptions of Embedded Achievement**



# Implications for Prevention

- **Primary and secondary prevention, as well as treatment**
  - Universal prevention efforts
    - Ability to recognize stressors, adaptive versus maladaptive form of coping, and difficulty in coping
    - Ability to seek and accept support from others
    - Positive racial-ethnic identity formation among youth of color
- **Focus on social ecology, as well as individuals**
  - Develop policies and practices that create healthy communities for all
    - Reduce structural barriers to opportunity, including interpersonal and institutional forms of racism
  - Provide support for caregivers and families
    - Enhances the success of prevention efforts
    - Enhances the success of treatment efforts





# Questions & Discussion

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