EFFICAY OF PROBLEM MANAGEMENT PLUS INTERVENTION (PM+) IN REDUCING PSYCOLOGICAL DISTRESS AMONG MEDICAL STUDENTS

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DEDICATION

With the blessing of Allah Almighty, I express immense gratitude to Allah for granting me strength, wisdom, and opportunity to undertake this journey of knowledge. This thesis is dedicated to my beloved parents Muhammad Qasim Mir and Iram Jahangir, because I'm nothing without their love, support, and encouragement. They always supported me throughout my academic journey. My teachers, dear friend and senior (Syed Samar), your presence in my life has been a constant source of strength and motivation, your trust and support made this thesis possible. Lastly, I dedicate this thesis to myself, acknowledging the unwavering determination and commitment that carried me through the process.

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ABSTRACT

Psychological distress is the phenomena of unpleasant feelings emerging and being experienced in any challenging circumstance. It is described as a very common mental health issue that raises social expenses and role impairment (Szücs, 2025). Medical students experience higher levels of stress among undergraduates than students in other academic disciplines and the general public (Voltmer, 2012). The present study aims to examine the effectiveness of problem management plus (PM+) for coping with psychological distress face by medical students during their studies. The current research employs a single case study research design and a sample of (N=06) Medical students of the age range 19-25 (*M* 22.50, *SD* 1.225) recruited from government and public sector universities through snow balling sampling. The participants (N=30) were screened on the Psychological Outcomes Profile Questionnaire (PSYCHLOPS), World Health Organization Disability Assessment Schedule 2.0 (WHODAS 2.0), and the General Health Questionnaire (GHQ 12) to evaluate the severity level at pre-, post, and follow-up assessment. The participants(N=30) were screened on each scale and having mild to moderate level of distress was included in the research. The screened participants(N=10) received the PM+ intervention, consisting of five sessions for 45 to 60 minutes per week. The session contents include problem-solving therapy, behavioral activation, strengthening social support, and get going, keep doing. For hypothesis testing repeated Measures ANOVA was used on assessment measures i.e., the Psychological Outcomes Profile Questionnaire (PSYCHLOPS), World Health Organization Disability Assessment Schedule 2.0 (WHODAS 2.0) and the General Health Questionnaire (GHQ 12) to assess the impact on pre, post and follow up assessment. Results show the effectiveness of the Problem Management Plus (PM+) among medical students by decrease in psychological

distress in pre–post trials and highlights a significant real-world application of PM+ among medical students.

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