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**Title:** Using the Participatory-Educational Program based on PRECEDE Model for the Self-Esteem and Psychological Well-Being Enhancement among University Students

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**Abstract:**

Background and purpose: Students are susceptible to mental health and psychological problems in different situations such as during exam time that may create concerns about the exam results, and also when they have a great deal of assignments, a lack of leisure time, and long time. Therefore, the purpose of this study was to use a participatory-educational intervention for enhancement of self-esteem and psychological well-being of the students in Gonabad and Birjand medical universities during two years.

Materials and methods: This study was an experimental based on PRECEDE model that 154 university students were randomly selected for the case and control groups. The data were collected by GHQ_28, Rosenberg's self-esteem scale, enabling, predisposing and reinforcement factors questionnaires. Afterwards the skill training program was used based on focus group discussion method in the sub-group of 12 participants. Then planned and implemented program was evaluated in the groups. The data analyses were conducted through related software and were performed by descriptive and analytic statistical methods.

Results: The results showed that there are significant differences between predisposing, enabling and reinforcement factors, self-esteem and psychological well-being variables before and after intervention to the groups. Moreover, after intervention revealed significant differences psychological well-being (P<0.0001), self-esteem (P<0.001), predisposing factors (P<0.01), enabling and reinforcement factors (P<0.02) to case and control groups.

Conclusion: To conclude results showed that to plan into the selected skill training based on PRECEDE Model can enhancement of self-esteem and psychological well-being and so cause empowerment and participation among medical sciences students.

**Presentation:** Oral