



**Millennium
Science
Initiative**

FINAL REPORT

PEER REVIEWERS' EVALUATION FORM

EVALUATION FORM

CENTER DIRECTOR'S LAST NAME	<i>Vania Martínez Nahuel</i>
NAME OF THE INSTITUTE OR NUCLEUS	IMHAY
REVIEWER'S LAST NAME	
PERIOD EVALUATED	2018 – 2021

INSTRUCTIONS

After reading the report, please evaluate each section using the following grading scale:

- **Outstanding**
- **Very Good**
- **Good**
- **Fair but requires important improvements**
- **Noncompetitive**

Include brief comments for each criterion and fill-in only the spaces in **light blue**.

COMPONENT 1: ADVANCED SCIENTIFIC/TECHNOLOGICAL RESEARCH

COMPONENT EVALUATION GUIDELINES

Evaluate the scientific, technical, and methodological achievements of the center, in terms of the academic excellence or impact of the work developed as well as its quantity or productivity. Assess the level of fulfillment of the goals established during the center's existence, expressed through verifiable products, such as: scientific publications in high impact indexed journals or other relevant works that reflect the research and/or development with national and international recognition, either by its quality, productivity and/or leadership in its area of expertise. The following aspects should also be considered and positively valued:

- Multi, transdisciplinary and associative work among Associate Researchers and other participants of the Institute or Nucleus.
- Results and impact of products obtained in terms of academic excellence in the discipline and cutting-edge research
- Results and impact of products obtained in terms of relevance for the country and the world, the study of a problem in which our country has a comparative advantage in terms of scientific research, or the delivery of some other type of contribution to society
- Organizational structure and integrated management capacity of the Institute or Nucleus.

You could find information mostly in sections:

Introduction

Scientific and technological research

GRADE: *Outstanding*

SUB-COMPONENT 1.1: Evaluate the **coherence** between the central objectives of the center and its direction, actions, and methodologies.

You could find information in section: Introduction and Scientific and technological research

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

The center's overall objective is to generate evidence on interventions to improve the mental health of adolescents and youths. It has proposed to do that by implementing four specific lines of scientific research.

The center-specific aims are to:

1. Describe and analyze the causes and social consequences of mental health problems in adolescence and youth.
2. Raise awareness of and reduce the stigma on mental health problems of youth adolescents and youth.
3. Promote the development of socio-emotional skills and adolescents and youths.
4. Prevent emotional distress, risk behaviors, and psychopathology in adolescents and youths.
5. Foster the early detection of psychopathology and timely access to mental health services for adolescents and youths.
6. Adapt, develop, and evaluate mental health treatments for adolescents and youths.
7. Contribute to strengthening public policies on mental health and adolescent abuse.

SUB-COMPONENT 1.2: Comment on the **advances in the Center's research lines**, and of the Center as a whole (*achievements, impact, cutting-edge research, and others*).

You could find information in section: Introduction → Research Lines

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

It would be helpful to provide clarity between specific research activities and how they fit within the four research lines. Why were studies proposed and carried out? Were these studies part of an overall plan, primarily reflective specific researchers' areas of interest? My thoughts here are to provide more about why specific interventions were evaluated. How did the studies advance the center's larger mission beyond the center, providing an opportunity for like-minded researchers to collaborate on research topics of prior interest? For example, it is entirely appropriate to propose and evaluate the effectiveness of programs that address bullying in the school context. What is less clear to me is why bullying was selected instead of other topics. My comment here is not to criticize but to ask if there is a core plan driving selecting specific strategies and interventions that the center is evaluating.

Education and Awareness

The activities carried out in this section seem to be a mix of specific targeted objectives and more general mental health information campaigns. For example, I understand the importance of evaluating and reducing the negative impact of digital technologies and social media on youth mental health. Research has shown that Facebook knew that female adolescents' participation and Facebook had a detrimental effect on their mental health. However, it is unclear why this topic was addressed; perhaps that was part of the original proposal? In another report section,

I noticed is that four communication campaigns for mental health and promotion were developed. I would like to know more about how those four specific campaigns met other core objectives. The other sub-objectives under education and awareness are more general categories, such as developing psychoeducational materials and activities related to public organizations and institutions. The specific aims or objectives driving these activities were unclear to me. Nonetheless, as a general category of activities for this project, they seem entirely appropriate.

The specific activities mentioned in Section 3 (scientific and technological research, development, and achievement of each line of research for mental health education and awareness) seem appropriate for the center's overall goal and mission. It is certainly relevant to have information campaigns regarding reducing stigma and suicide prevention for adolescents and young people. Having stated that, I refer to my previous comment. It is not clear where these specific education awareness activities fit within some broader general purpose for education and awareness or whether they reflect local evolving interests or needs or prior interests of the research collaborators. At least in my view, some link between the specific education awareness activities and broader purpose concerning promoting adolescent and youth mental health would be helpful for me as an external reviewer to evaluate the relevance of these activities.

As the center report mentions on page 12, I also note that these activities were carried out, but there is no information concerning how effective they may have reached their goal and objectives. It would be helpful if these campaigns articulated some specific goals about their desired impacts. The information presented suggests that this information has reached a broad audience, both professional and public, which is a positive indicator of success. However, there is a need to articulate their impacts, other than the number of audiences reached.

Universal Promotion and Prevention

The report mentions that five research projects have been developed under universal promotion and prevention, two of which have been completed, and three are still in the implementation stage. This is a positive indicator for a program in place for only three years. The program that evaluated the Kiva antibullying program for 4th and 5th graders was done in collaboration with its Finnish researcher developer, which indicates a very positive international research collaboration. As I have mentioned previously, a theme in my evaluation is that I like to see more information about the link between the specific prevention activities and assessments to the center's more significant purpose, other than just activities that promote youth mental health and well-being. For example, again, examining the effectiveness of mindfulness programs for adolescents is entirely appropriate. I wanted to know more about how mindfulness was specifically selected as a target for intervention during the center's first three years stage instead of a myriad of other possibilities.

Again, I note the center developed life skills training prevention programs, which I presume is like the Life Skills program implemented in the United States for years. This specific effort helps me illustrate what I am asking for in terms of having a clear link between these specific prevention activities and the studies carried out and overall center objectives. For example, a general life skills training program might fit within the category of developing and validating a universal social-emotional learning program for primary school students to foster self-efficacy, improve life satisfaction, and reduce emotional distress. Why this specific program instead of other programs? And it also would call to question the life skills taught and how they are appropriate or fit within the Chilean cultural context.

In general, however, these activities are entirely appropriate for the center's goals and objectives. Judging from the quality of research developed so far, the research methodologies and sophisticated analyses employed were appropriate.

One last comment is that these promotion and prevention activities cover a wide age range. This resource might have been developed, but I would like to see a matrix showing the different ages from young adolescents, older adolescents, and adult transition-age youths. The matrix would show the prevention activities being considered over the scope or range of the center's life span.

Targeted Prevention and Early Treatment

As a general comment, I would say that the area of targeted prevention and intervention appears to be the center's most significant area of energy and strength if one is to judge that by the number of activities that are in progress and by the highest level of interdisciplinary collaboration on these projects. It certainly seems that a central theme of the center's activities has been using technology and digital resources to deliver and evaluate mental health services. I appreciated the center's efforts focused on assessing digital technology and biological markers for the early identification of mental health challenges. This fits within a positive prevention framework. However, as noted in the center's report, much of this research is in progress. It has not yet reached fruition; hence it is not yet possible to evaluate the effectiveness of these interventions when delivered in a larger population-level context.

Social Aspects of Mental Health and Public Policies

I note that the center is participating in a 10-year study of changes in social dimensions, including the mental health of Chilean adults. This is an important topic; however, it is unclear how these activities fit within the central purpose of the center, which is to address youth mental health. The center report mentions many activities that the center researchers have participated in, such as helping to formulate guidelines for school health and telemedicine consultations for children and adolescents. However, I generally sense that this center interest area is the least well developed. The report lacks many details and indicates that specific organized activities are being developed. One explicitly mentioned activity seems to be related to youth within the juvenile justice system. This is undoubtedly a relevant topic for youth mental health because youth involved with the juvenile justice system are probably more likely to develop mental health disorders and or substance abuse disorders than other youths. Still, for example, this is the only place to mention activities involving youth within the juvenile justice system. So again, I return to the theme: How does this topic fit within the broader mission of the center? Some explanation further extended discussion would be helpful in the future.

By way of comment, if the center wants to have a significant impact on mental health for adolescents, it seems to me that it should work either alone or collaborating with others to develop a National Youth Mental Health Surveillance System. And, by this, I mean one that focuses on complete mental health and wellness, not primarily psychopathology. Perhaps this is being considered, and I did not notice it. However, from my experience in California, I've been trying to promote for many years. It was only in the context of the pandemic when our policymakers became sufficiently concerned about the impact of the pandemic on youth mental health that they are funding such surveys. Had we had the foresight to develop a comprehensive youth mental health and wellness surveillance system previously, we would have the baseline data now to evaluate the pandemic's impacts. So, in my view, essential aspects of mental health public policy are driven substantially by a well-developed, validated mental wellness surveillance system, which evaluates current services and identifies emerging mental wellness needs. Such rigorous surveillance is needed to know if Chilean adolescents' mental health is trending in the desired direction.

SUB-COMPONENT 1.3: Comment on the **collaborative and interdisciplinary work** between the Center's researchers. In particular, evaluate the collaboration between researchers from different research lines at the Center.
You could find information in section: Introduction → Organization of researcher's team

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

None

SUB-COMPONENT 1.4: Evaluate the **Center's productivity** taking into account the following parameters:

- Publications (*level and quantity (by subject) and their possible impact; ISI publications or equivalent, SCIELO or equivalent (depending on the discipline) and other publications*).
- Presentations at Congresses/Seminars and others (*level, quantity, participation*).
- Innovation and intellectual property resulting from the research.
- Researchers participating in ISI journal editorial committees or equivalent.
- Resources and funds obtained from the private sector
- Scientific awards
- Others

You could find information in section: Scientific and technological research
→ Productivity, Outstanding publications, Congress presentations, Patents and Intellectual property, awards and other achievements.

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

Given this center's short year three-year initiation phase, the researchers have a high level of productivity, with 32 publications in year 3. This is an indicator that is refunded; this group of researchers would like to continue to produce scientific research at a very high rate. Given the center's objectives, studies were published in high-quality journals and posted in appropriate areas. An evident strength is that some studies were published with international researchers. In my view, this is one of the best ways that the center's activities can gain greater worldwide recognition and increase the relevance and impact of their activities. I would comment that concerning research productivity, it appears that the central area of interdisciplinary activity is research productivity for targeted prevention and early treatment. I think that this outcome fits well with the overall center's objectives; as I look at it, it makes me consider if this seems to be more of a central theme for the center than some of its other activities. The productivity is not balanced over all four research areas, which might be appropriate. But again, is this what the center's researchers have in mind regarding the overall objectives for the center?

One other comment I have here has to do with the center's social and public policy interests. This area had 11 articles on epidemiological public health matters, sociological perspectives, etc. I mentioned this here because the center's activities in helping to develop, for example, a National Mental Wellness Surveillance System can generate a considerable amount of data. Such a dataset would allow the center to disseminate products that inform the Chilean society about the mental health of Chilean adolescents. It would also create excellent datasets

to enhance the training of undergraduates and graduate students, providing datasets for relevant theses and dissertations.

The center's record regarding presentations at national and international conferences are impressive as this mode of communication is particularly effective in communicating their activities to the broader research communities. One would also presume that these presentations are linked to developing and submitting research articles but have not yet had time to be published.

The center report mentions research faculty participation as journal reviewers. Seven journals are listed, three of which are international. Given the number of faculty researchers involved in the project, I sensed that there's probably more are involved in the peer-review process than just seven journals. Perhaps others are participating as ad hoc reviewers? Nonetheless, it would support efforts to disseminate awareness of the center's activity if center researchers are affiliated as official editorial board members and noted in the journals, explicitly identifying themselves as part of the center collaborative. However, I do caution that in this age of open access fee-based journals, there is a massive demand for researchers to provide peer-reviewing. I think this activity is essential; however, it needs to consider that peer-reviewing should not interfere with the center researchers' primary objective of conducting their research supporting the center's objectives.

I also, note and recognize the awards that the center researchers have received, which is exemplary.

COMPONENT 1 FINAL COMMENTS: Enter general comments and/or suggestions to the Center regarding **Component 1: Advanced scientific/technological research**.

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

None

COMPONENT 2: TRAINING OF YOUNG RESEARCHERS

GRADE: *Good*

SUB-COMPONENT 2.1: Comment on the **Center's students**, considering the following:

- Quantity and quality of students (*undergraduate, MSc, PhD*) and of postdocs with tutors belonging to the Center.

- Number of young people graduated during the period.
- Gender distribution of the students

You could find information in section: Education and Capacity Building
→ Education, training and Capacity Building

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

The education and capacity-building efforts described in the center report are appropriate and consistent with the center's mission. This appears to be more of an informal effort. It seems that at each of the participating institutions, faculty invited students to engage in research activities related to the center's objectives. Students are invited to participate in conferences. From what I can tell, it appears that there were only two formal activities and specific courses that addressed research methodology and issues related to mental health research.

The center report lists specific doctoral and master's degree students who completed theses or dissertations during the three years. What was not clear to me is if participating students use data sets the center creates for masters or thesis reports. The report does mention that they are invited to join in some publication activities.

SUB-COMPONENT 2.2: Evaluate the **number/type/quality of the publications** of the associate and junior researchers, that are coauthored by Center's students. Also consider the number / quality of young researchers supported by the center.

You could find information in section: Education and Capacity Building
→ Achievements and results

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

None

SUB-COMPONENT 2.3: Insert comments regarding the generation and participation of the Center (or of the Center's researchers) in **formal training programs**, at different levels, for young scientist.

You could find information in section: Achievements and results

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

I note that the table on pages 18 and 19 it states that students are invited to participate in conferences; however, the table shows zero students participating in national or international events. So, I am uncertain about what students' degree of participation in these activities.

The number of center researchers actively engaged in education and capacity-building activities was also less clear to me. It appears that perhaps 11 out of the 60 researchers are actively soliciting students. Is this the case? If so, then I would anticipate that there would be a need to expand this objective area should the center be refunded. Students are invited to participate in meetings and activities of the formal collaborative networks; however, it would be of help to learn more about how this interaction occurs. From my perspective, I would have liked to know more about how students had an opportunity for informal opportunities to participate in center activities and if there was some formal mechanism set up to facilitate communication among students across the four universities. For example, setting up some means for the students to have regular communication with each other and perhaps have a shared seminar of some sort so that they could build a sense of collegiality that could be important in terms of socializing them into mental health-related research and services.

COMPONENT 2 FINAL COMMENTS: Enter general comments and/or suggestions to the Center regarding **Component 2: Training of young researchers.**

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

I believe that mentoring mental health researchers requires early and ongoing participation in developing research projects, particularly in developing scientific manuscripts for publication. Most individuals do not pursue a research-focused career even at the doctoral level in mental health professions. They are attracted to the need and satisfaction of delivering mental health services directly. The marker of successful education and mentoring program is the percentage of students who participate in master's and doctoral level training in mental health and then pursue a research career. My own experience has been that this is substantially facilitated by the early participation of graduate students in the preparation and submission of scientific journal articles. From what I can gather in the first three years of the center, this was not a primary focus. It does not appear that many graduate students participated in developing research manuscripts or contributed in a way that merited authorship. My approach on all projects in our research center from the early stages was to engage the graduate students in planning—developing the research design, engaging in data analysis, and producing the final research document. This is a way that students can truly learn all the skills involved in carrying out high-quality mental health research, communicate the findings with the scientific community, and adapting reports for the public and policymakers, thereby expanding its impact.

COMPONENT 3: NETWORKING

COMPONENT EVALUATION GUIDELINES

Assess this component taking into consideration the achievements and plans in the development of **networking and fundraising activities**. In particular, consider the following:

- Training and strengthening of networks. Work between scientists from the Center and researchers from other institutions, both national and foreign, on equal terms (*i.e. a relation based not only on providing students to other institutions*).
- The search for and acquisition of complementary financing sources, whether public or private.

You could find information in section: Networking and other collaborative work

GRADE: *Very Good*

SUB-COMPONENT 3.1: Comment on the participation of the Center's research teams in **formal national and/or international networks**, already established or in the process of being established. Evaluate their quantity and quality.

You could find information in section: Networking and other collaborative work
→ Networking

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

The center researchers appear to have developed links with several viable national and international networks. In fact, in reviewing these networks, it seems that these six networks they've affiliated with appear to provide the substantive grounding for much of the center's research and advocacy activities. Reviewing them helps me understand that the studies that are being conducted are emerging primarily out of these networks and not necessarily out of some broader mission of the center itself. Is this accurate? The international networks appear viable and perhaps more formal with the global mindfulness network and the world mental health international college student initiative. What is less clear to me is the national initiatives, for example, the high-risk mental health state network and the violent studies network how, whether these are formal or more informal organizations of researchers in Chile.

SUB-COMPONENT 3.2: Appraise the **relevance, projection and achievements of the networks** established, or in the process of being established, by the Center.

You could find information in section: Networking and other collaborative work
→ Networking

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

Affiliations with these networks appear to drive much of the research from what is presented in the center report. What is less clear to me is if the national initiatives (high-risk mental health state network, and the violent studies network) are formal or more informal organizations of Chilean researchers.

COMPONENT 3 FINAL COMMENTS: Enter general comments and/or suggestions to the Center regarding **Component 3: Networks**.

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

In reviewing the report documents, it was not immediately apparent what the association was between the center and its affiliated networks. It would be helpful to me to see how these networks and their organization fit within the center's organizational chart, how the specific research activities involve the networks, and how they relate specifically to the center's overall objectives

COMPONENT # 4: OUTREACH

COMPONENT EVALUATION GUIDELINES

Comment on the achievements, and proposed plans, for the Center's **technological and knowledge transfer, scientific diffusion, and outreach**. Although you may not have a detailed understanding of the context or of the Chilean culture, consider the Center's outreach strategy in terms of the coherence between it and the objectives set by the Center. If possible, refer to the pertinence of the applied methodologies. Plans that have an innovative and high impact profile should be highly valued.

You could find information in section: Outreach and connections with other sectors

GRADE: *Outstanding*

SUB-COMPONENT 4.1: Comment on the **outreach activities** carried out by the Center. Albeit you may not have a detailed understanding of the context or

culture, give your opinion regarding the quantity, quality, relevance, projection, and achievements of these outreach activities.

You could find information in section: Outreach and connections with other sectors → Outreach

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

In my view, the outreach and communication efforts to the private-public and private sector seem to be exemplary. These were probably unexpected activities, but participating in more than 30 outreach activities related to the impact of the pandemic on adolescent youth mental health is laudable. The center website is informative and well designed. They linked to social networks and mentioned that the center already has 9000 followers, which is an excellent beginning. They describe establishing a relevant partnership with the National Youth Institute, which has facilitated the development of some very nice graphic and audiovisual mental health content. Their story of an e-learning course on addressing suicidal risk reached more than 2500 students, again an excellent indicator of positive outreach. It was a positive indicator that they presented information concerning ratings of the course. It would be helpful if, future endeavors and most research activities included some evaluative component. Most of the studies and outreach conducted now can report substantial numbers of individuals being reached. Still, of course, there is not yet information about the impact of those communications, although presumably, it is positive. The center mentioned that it participated in 116 dissemination activities in various regions of Chile that reached more than 15,000 attendees. This is laudable.

SUB-COMPONENT 4.2: Taking into consideration the connections with the **productive and service sectors** (*public or private*), **education sector, and with the community in general**, comment on: joint ventures, development projects and other similar initiatives. Assess quantity, quality, relevance, projection, and achievements of these connections.

You could find information in section: Outreach and connections with other sectors → Connections with other sectors

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

The center report documents involvement in various national relevant national mental health groups such as workgroup for cyberbullying, the ministry for justice and human rights, etc. These are appropriate in the Chilean context. The consultation and involvement in developing national action plans for children and adolescents are a highly suitable activities.

COMPONENT 4 FINAL COMMENTS: Enter general comments and/or suggestions to the Center regarding **Component 4: Outreach**.

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

An outreach context that I would like to see more involvement is the education system. When engaged with adolescent mental health, it is inconceivable that a comprehensive effort does not involve a substantial involvement of educators. Students are not just attending school and thereby available for prevention and intervention services. Schools provide a vital social testing ground that fosters youths' wellbeing. School withdrawal and lack of belonging and connectedness are critical indicators of students who develop social, emotional problems. Although some of the center activities involved providing services or prevention programs in schools, such as bullying prevention, these activities appear to be occurring in schools and not in collaboration with schools. Perhaps my impression is not accurate, but it would be helpful to indicate how these programs' effectiveness in schools is evaluated and how they are being disseminated widely throughout Chile.

General Comments

Finally, enter general comments, suggestions, and recommendations about this Millennium Center.

Weaknesses: (detailed explanation required; no character limit)

I provided many detailed comments in previous sections.

A primary weakness, in my view, is the need to provide more explicit links between the center's activities and its core goals and objectives. I would like to see an org chart showing the relationships among the researchers, agencies, networks, etc. Although not precisely a logic model, something like that. It was not always clear why a specific study linked with a broader, longer-term center objective. In this regard, I wondered if the center had too wide of a mission. It is too small to function like a national Children's Mental Health Agency. Might there be benefits to narrowing its focus to specific aspects of youth mental health? I also think the mentoring efforts might benefit from more formal structures and training activities.

Strengths: (detailed explanation required; no character limit)

The focus on developing and evaluating mental health prevention and intervention resources is the center's strength, as it should be. In the long term, the center's credibility will be established and enhanced by its high-quality research efforts. The center laid a solid foundation for developing outreach resources and communication networks. This outreach is vital to the center's long-term successful impact because otherwise, its research documentation might have diminished impacts. Publications in scientific journals are necessary, but parents, schools personnel, health practitioners need less technical forms of information.

Final comments: (detailed explanation required; no character limit)

My overall impression is that this center made substantial progress in its first three years, laying a solid foundation for its future efforts.



**Millennium
Science
Initiative**

FINAL REPORT

PEER REVIEWERS' EVALUATION FORM

EVALUATION FORM

CENTER DIRECTOR'S LAST NAME	<i>Alvaro Langer Herrera</i>
NAME OF THE INSTITUTE OR NUCLEUS	IMHAY
REVIEWER'S LAST NAME	
PERIOD EVALUATED	2018 – 2021

INSTRUCTIONS

After reading the report, please evaluate each section using the following grading scale:

- **Outstanding**
- **Very Good**
- **Good**
- **Fair but requires important improvements**
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Include brief comments for each criterion and fill-in only the spaces in **light blue**.

COMPONENT 1: ADVANCED SCIENTIFIC/TECHNOLOGICAL RESEARCH

COMPONENT EVALUATION GUIDELINES

Evaluate the scientific, technical, and methodological achievements of the center, in terms of the academic excellence or impact of the work developed as well as its quantity or productivity. Assess the level of fulfillment of the goals established during the center's existence, expressed through verifiable products, such as: scientific publications in high impact indexed journals or other relevant works that reflect the research and/or development with national and international recognition, either by its quality, productivity and/or leadership in its area of expertise. The following aspects should also be considered and positively valued:

- Multi, transdisciplinary and associative work among Associate Researchers and other participants of the Institute or Nucleus.
- Results and impact of products obtained in terms of academic excellence in the discipline and cutting-edge research
- Results and impact of products obtained in terms of relevance for the country and the world, the study of a problem in which our country has a comparative advantage in terms of scientific research, or the delivery of some other type of contribution to society.
- Organizational structure and integrated management capacity of the Institute or Nucleus.

You could find information mostly in sections:

Introduction

Scientific and technological research

GRADE: *Outstanding*

SUB-COMPONENT 1.1: Evaluate the **coherence** between the central objectives of the center and its direction, actions, and methodologies.

You could find information in section: Introduction and Scientific and technological research

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

The impressive and ambitious objectives of the nucleus have national and international significance, engaging appropriate multidisciplinary topics of significant importance in adolescent mental health.

The research programme draws together an exciting range of methods to address the complex objectives very effectively. The methodological strengths of the work include its use of neurological, survey, socio-economic and psychometric methods, participatory approaches and digital methods. It has also developed impressive knowledge translation methods that assure its impact objectives are fully addressed.

The development of prevention and health promotion research has led to strongly evidence based applied programmes, enabling excellent translation into schools and community contexts.

The research team has identified appropriately current limitations of the work and areas for future development that are convincing and will be highly valued.

The quality of academic outputs is impressive, both in number and reach, with a strong combination of national and international publication.

SUB-COMPONENT 1.2: Comment on the **advances in the Center's research lines**, and of the Center as a whole (achievements, impact, cutting-edge research, and others).

You could find information in section: Introduction → Research Lines

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

The particular strength of this collaborative is the integration of participatory work, sociological insights, and the increasing use of digital methods. The team is to be congratulated for producing so much innovative work, despite the pandemic.

IMHAY have conducted some excellent participatory work through this period, significantly enhancing the value and quality of their work. It is wonderful to see how this has been translated for use by other professionals in the educational context.

The value of IMHAY's work is evident in its policy and media reach, which is very impressive.

The contribution of the nucleus through the covid pandemic has been important both in terms of its academic excellence and its impact.

The use of apps to underpin mental health work and extend the reach of their work is exciting and innovative.

SUB-COMPONENT 1.3: Comment on the **collaborative and interdisciplinary work** between the Center's researchers. In particular, evaluate the collaboration between researchers from different research lines at the Center. You could find information in section: Introduction → Organization of researcher's team

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

This is a convincing multi disciplinary collaborative that draws on and contributes to a good range of disciplinary knowledges, including sociology, the psy disciplines, neurology, education and OT.

The nucleus has built an impressive transdisciplinary team that works effectively to consider the complex systemic nature of adolescent mental health. They collaborate effectively with teams across national and international boundaries, with convincing working relationships evident across multiple sites.

SUB-COMPONENT 1.4: Evaluate the **Center's productivity** taking into account the following parameters:

- Publications (level and quantity (by subject) and their possible impact; ISI publications or equivalent, SCIELO or equivalent (depending on the discipline) and other publications).
- Presentations at Congresses/Seminars and others (level, quantity, participation).
- Innovation and intellectual property resulting from the research.
- Researchers participating in ISI journal editorial committees or equivalent.
- Resources and funds obtained from the private sector
- Scientific awards
- Others

You could find information in section: Scientific and technological research
→ Productivity, Outstanding publications, Congress presentations, Patents and Intellectual property, awards and other achievements.

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

The nucleus has produced a convincing range of publications, drawing across its different research lines. It is good to see so many journal articles being produced on open access platforms, enabling a more transparent form of science communication appropriate for activities funded from the public purse. Of particular note is the breadth of conference papers and research reports. It will be good to see these translated into formal academic journal articles to further enhance the reach of the nucleus.

The status and value of the nucleus is visible in the high number of impressive awards granted to its researchers and students, and in the strong representation of its researchers on international editorial boards.

COMPONENT 1 FINAL COMMENTS: Enter general comments and/or suggestions to the Center regarding **Component 1: Advanced scientific/technological research.**

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

This team has continued to produce an impressive range of high quality activities despite the pandemic. In particular it is notable how they were able to flexibly pivot to address the mental health concerns of the pandemic for young people in Chile, and they are to be congratulated for their agile scholarly response.

COMPONENT 2: TRAINING OF YOUNG RESEARCHERS

COMPONENT EVALUATION GUIDELINES

This section should be evaluated considering the Center's achievements in the training of young scientists and advanced human capital as well as the plans implemented for the development (*or leadership*) of research lines by young researchers. In terms of advanced human capital, the number of postgraduate and undergraduate students in training and graduates, as well as the number of postdoctoral participants in the work of the Institute or Nucleus should be considered. Please consider positively whether there were any instances to carry out processes that privilege gender equality in the training of young researchers.

You could find information in section: Education and Capacity Building

GRADE: *Outstanding*

SUB-COMPONENT 2.1: Comment on the **Center's students**, considering the following:

- Quantity and quality of students (*undergraduate, MSc, PhD*) and of postdocs with tutors belonging to the Center.
- Number of young people graduated during the period.
- Gender distribution of the students

You could find information in section: Education and Capacity Building
→ Education, training and Capacity Building

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

IMHAY supports the development of the next generation of researchers through a range of appropriate degree programmes, from undergraduate through to doctoral, and through training and outreach activities targeting professionals and schools, supporting the development of a scientifically literate population. Across its years of operation it has trained 36 students, including an impressive 12 doctoral candidates. There has been a good gender spread, with almost equal numbers of men and women. The research focus of the graduates of IMHAY represent the different research lines well, and offer strong interventions into the area of adolescent mental health. Of particular note is the inclusion of Chilean youth as coauthors on publications from IMHAY – this will strengthen the educational experiences of students formally affiliated with the nucleus, will increase access to science for Chilean young people, and will assure that research activities of the nucleus are more relevant and appropriate for the young people they intend to support.

SUB-COMPONENT 2.2: Evaluate the **number/type/quality of the publications** of the associate and junior researchers, that are coauthored by Center's students. Also consider the number / quality of young researchers supported by the center.

You could find information in section: Education and Capacity Building
→ Achievements and results

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

Students have contributed to a good range of publications and conference papers, and are also well represented as recipients of awards and honours. This speaks to the quality of the students supported and the quality of the training offered.

SUB-COMPONENT 2.3: Insert comments regarding the generation and participation of the Center (or of the Center's researchers) in **formal training programs**, at different levels, for young scientist.

You could find information in section: Achievements and results

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

The Centre offers an appropriate training ground for young scientists at all levels of development, and offers an impressive array of training experiences that will support them to work increasingly independently as autonomous scientist.

COMPONENT 2 FINAL COMMENTS: Enter general comments and/or suggestions to the Center regarding **Component 2: Training of young researchers.**

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

IMHAY offers an excellent training experience for young scientists, and makes a strong contribution to the development of science education across all ages.

COMPONENT 3: NETWORKING

COMPONENT EVALUATION GUIDELINES

Assess this component taking into consideration the achievements and plans in the development of **networking and fundraising activities**. In particular, consider the following:

- Training and strengthening of networks. Work between scientists from the Center and researchers from other institutions, both national and foreign, on equal terms (*i.e. a relation based not only on providing students to other institutions*).
- The search for and acquisition of complementary financing sources, whether public or private.

You could find information in section: Networking and other collaborative work

GRADE: *Very good*

SUB-COMPONENT 3.1: Comment on the participation of the Center's research teams in **formal national and/or international networks**, already established or in the process of being established. Evaluate their quantity and quality.

You could find information in section: Networking and other collaborative work
→ Networking

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

IMHAY has consolidated its collaborative networks since I last looked at its reporting. It has built 6 clearly defined national and international networks, with well tracked and documented outputs. The two national networks address important and urgent needs in adolescent mental health. These are particularly well developed and convincingly described. The international networks appropriately engage south American and international activities.

SUB-COMPONENT 3.2: Appraise the **relevance, projection and achievements of the networks** established, or in the process of being established, by the Center.

You could find information in section: Networking and other collaborative work
→ Networking

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

Through its formal and informal networks, the nucleus has engaged with relevant national and international research themes, that have supported its work on the national and international stage.

SUB-COMPONENT 3.3: Comment on the participation of the Center in **other collaborative activities**. Evaluate their quantity, quality and achievements.

You could find information in section: Networking and other collaborative work
→ Other collaborative activities

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

The nucleus has built useful networks that enable it to translate its work to practice. Its website is now well developed and reflects the current and future work of the nucleus in an engaging and exciting way. The nucleus also uses youtube and social networks very effectively.

COMPONENT 3 FINAL COMMENTS: Enter general comments and/or suggestions to the Center regarding **Component 3: Networks**.

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

Strong evidence of collaborative networks at the national and international level. These are increasingly well developed, and highly relevant to the nucleus's objectives.

The nucleus has a well developed network of public and private organizational supporters who IMHAY work with the facilitate development, delivery and dissemination of their work.

They also work effectively through digital networks.

COMPONENT # 4: OUTREACH

COMPONENT EVALUATION GUIDELINES

Comment on the achievements, and proposed plans, for the Center's **technological and knowledge transfer, scientific diffusion, and outreach**. Although you may not have a detailed understanding of the context or of the Chilean culture, consider the Center's outreach strategy in terms of the coherence between it and the objectives set by the Center. If possible, refer to the pertinence of the applied methodologies. Plans that have an innovative and high impact profile should be highly valued.

You could find information in section: Outreach and connections with other sectors

GRADE: *Outstanding*

SUB-COMPONENT 4.1: Comment on the **outreach activities** carried out by the Center. Albeit you may not have a detailed understanding of the context or culture, give your opinion regarding the quantity, quality, relevance, projection, and achievements of these outreach activities.

You could find information in section: Outreach and connections with other sectors → Outreach

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

IMHAY has developed a wide range of outreach activities, which is particularly impressive given the pandemic context. It is particularly useful to see that their structure includes an outreach officer, to ensure that this is always a point of focus for the nucleus. They have both developed their own outreach work, using formal programmes, social media, press engagement, and impactful mental health apps, and have participated in large national outreach events.

SUB-COMPONENT 4.2: Taking into consideration the connections with the **productive and service sectors** (*public or private*), **education sector, and with the community in general**, comment on: joint ventures, development projects and other similar initiatives. Assess quantity, quality, relevance, projection, and achievements of these connections.

You could find information in section: Outreach and connections with other sectors → Connections with other sectors

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

The nucleus has developed an excellent range of psychoeducational materials and infographics to reach relevant populations, particularly in education, policy and community contexts. Its partnership with the National Youth Institute is particularly productive and significant. Its use of elearning for teachers has represented an important and highly used elearning course on suicide risk. I've been able review some of these materials via the social media platforms and they are impressive in both their reach and quality.

COMPONENT 4 FINAL COMMENTS: Enter general comments and/or suggestions to the Center regarding **Component 4: Outreach**.

COMMENTS: (enter any type of pertinent comment you may have; try to be as detailed as possible; no character limit)

IMHAY has a convincing and effective outreach strategy, well supported organizationally and implemented effectively.

General Comments

Finally, enter general comments, suggestions, and recommendations about this Millennium Center.

Weaknesses: (detailed explanation required; no character limit)

A minor issue remains the need to further build international reach through formal publication and formal networks. This is definitely much further developed now, but remains an area for future work.

It would be useful to develop a strategy to ensure that outputs like conference papers and reports are translated into formal academic publication, to strengthen the international profile of the nucleus.

Strengths: (detailed explanation required; no character limit)

IMHAY has a convincing interdisciplinarity that supports its excellent and ambitious objectives. Its participatory work has really been exciting to read about and has significantly strengthened the work of the nucleus.

The nucleus has kept a strong eye on gender equity and this is evident across all levels of training and research.

The training ground offered by IMHAY appears to be exciting and stimulating, with many career enhancing opportunities offered for young researchers.

IMHAY has a very strong public engagement platform, with impressive outreach activities and a strong potential to impact and shape future policy in mental health and education.

Final comments: (detailed explanation required; no character limit)

IMHAY has done important and valuable work at a scholarly and applied level. The work has strong international potential and a particularly powerful national and regional reach. The report and the products I've viewed from the nucleus suggest a vibrant and engaging training and research centre with a bright future.