PEER-REVIEW REPORT

Name of journal: *World Journal of Clinical Cases*

Manuscript NO: 81805

Title: Risk factors and digital interventions for anxiety disorders in college students: stakeholder perspectives

Provenance and peer review: Invited Manuscript; Externally peer reviewed

Peer-review model: Single blind

Reviewer's code: 05307734

Position: Peer Reviewer

Academic degree: MD

Professional title: Doctor

Reviewer's Country/Territory: China

Author's Country/Territory: China

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Reviewer chosen by: AI Technique

Reviewer accepted review: 2022-11-25 04:52

Reviewer performed review: 2022-12-06 08:02

Review time: 11 Days and 3 Hours

Scientific quality	[ ] Grade A: Excellent [ ] Grade B: Very good [Y] Grade C: Good [ ] Grade D: Fair [ ] Grade E: Do not publish
Language quality	[ ] Grade A: Priority publishing [Y] Grade B: Minor language polishing [ ] Grade C: A great deal of language polishing [ ] Grade D: Rejection
Conclusion	[ ] Accept (High priority) [ ] Accept (General priority) [Y] Minor revision [ ] Major revision [ ] Rejection
Re-review	[Y] Yes [ ] No

Peer-reviewer statements	Peer-Review: [Y] Anonymous [ ] Onymous
	Conflicts-of-Interest: [ ] Yes [Y] No

SPECIFIC COMMENTS TO AUTHORS

This article summarizes the risk factors of college students' anxiety disorder and relevant literature on digital intervention, summarizes the influencing factors including national and social levels, university level, family level and personal level, and also puts forward some digital intervention suggestions for these four levels. This is of great value for mental health of colege students and sustained development of society. The manuscript was relatively well written and can be considered for publication after minor revision as suggested below.   In title "university students" was used, while in other parts, "college sutdents" was mainly used, and other phrases pairs can also be found here and there, it is suggested for authors to check whole text for consistence.   At the family level of the influencing factors in the text, the author mentioned the impact on "children" in many places. Children and college students are two groups, and the relationship between them seems not to be clearly explained and discussed?   The difference between "anxiety symptoms" and "anxiety disorder" should be clearly stated and discussed as they are key contents of the topic.   Interventions at the national and social levels, the university level, the family level and the individual level can also be interconnected. For example, society can affect families and schools, and schools can affect families and individuals. Is the effect of this multi angle interaction intervention better?   What does "National and society" after the Table 2?   As stated in "Limitations" section, this article analyzes the relevant literature written in English while excluding studies written in other languages. China has the most college students in the world, lieteratures in Chinese, at lease some imprtant ones, are suggested be included to review.   Though a Non-Native Speakers of English Editing Certificate was submitted with the manuscript, the English writing may

need further polishing， there are still many sentences that have doubts about the standard expression or may have some ambiguity. Such as (maybe not limited as listed):

In Asia, a cross-sectional study of 617 college students in India showed that the prevalence of anxiety disorders was 30% higher than the prevalence of depression, which was 18%. College students are busy with schoolwork, exams and various activities, and their time is relatively divided. First, digital mental health interventions do not rely on professional psychologists, which can effectively alleviate the imbalance between the supply and demand for mental health professionals. The Mana Maali Digital Anxiety Program is an online support system specifically developed to provide support throughout the day to college students experiencing mild to moderate psychological distress. There are mobile applications such as DeStressfy that are mindfulness-based applications designed to provide practice questions in the form of audio, video, or text files. The topics include four parts: basic visualization, gratitude, imagining the life you want, and finding meaning.(the second sentence not clear for its relation with the former one) Digital interventions are more likely to benefit college students' mental health development when all stakeholders that are affected by digital interventions form a synergy. Determining the best means of ensuring the safety, effectiveness, and sustainability of digital interventions at the national level still requires further research and exploration. Schools are an important topic in considering how to solve students' psychological problems and promote their physical and mental health, and corresponding measures need to be taken, such as establishing a digital intervention service policy and seeking appropriate intervention models, to make full use of digital interventions. Students have more mental health needs and are the primary stakeholders in digital interventions. Students should actively participate in and cooperate with the relevant exercises in the process of receiving the intervention and report any problems encountered to an instructor or doctor in a timely manner.

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| | Conflicts-of-Interest: [   ] Yes   [Y] No |

SPECIFIC COMMENTS TO AUTHORS

The article is within the scope of the journal and deals with an interesting topic.   The article carries out a review of the state of the art. However, it cannot be accepted in its current state as it is a bit disorganized: a) Include a section where the objectives of the work are explained, what type of review is being carried out and how the bibliographic search has been carried out, in which databases and with what criteria. b) Include a discussion section in which the results are discussed, the current lines of work and where the next advances in this area are directed. The collected work should be structured. c) Include a section of conclusions summarizing the scientific contribution and lines of future work.

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SPECIFIC COMMENTS TO AUTHORS

When discussing the risk factors of anxiety in college students, the article lists many factors. Although it covered all the ground, none of them were discussed in depth. In addition, the data collection is global, so it is fragmented. It would be more valuable if the author could do some research himself and draw conclusions from it.

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SPECIFIC COMMENTS TO AUTHORS

The paper ca be accepted in current form