

# Happy Lessons: depression prevention in young people

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We hypothesize that pupils who receive HL will have lower levels of depressive symptoms and higher levels of well-being than pupils who do not receive HL at 6-months follow-up.

<b>Ethical review</b>	Approved WMO
<b>Status</b>	Recruitment stopped
<b>Health condition type</b>	Depressed mood disorders and disturbances
<b>Study type</b>	Interventional

## Summary

### ID

NL-OMON24100

### Source

Nationaal Trial Register

### Brief title

Happy Lessons

### Condition

- Depressed mood disorders and disturbances

### Health condition

Depressive symptoms

### Research involving

Human

### Sponsors and support

**Primary sponsor:** None

**Source(s) of monetary or material Support:** ZonMw

## Intervention

- Psychosocial intervention

## Explanation

## Outcome measures

### Primary outcome

Center for Epidemiologic Studies Depression Scale (CES-D)

### Secondary outcome

Warwick-Edinburgh Mental Well-Being Scale (WEMWBS) Life satisfaction will be assessed with the Cantrill Ladder

## Study description

### Background summary

The current study examines the effectiveness of the intervention Happy lessons (HL). HL is a school-based programme to promote well-being and prevent depression among young people and is provided by a mental health professional. It is specifically developed for young people in lower education. It consists of: (a) four classroom lessons of which two lessons also contain an e-learning module, (b) an online HL test that includes two well-being scales and a depression scale that is administered at the beginning of the classroom lessons, (c) an individual consultation session for each pupil with the mental health professional who delivers HL, and (d) an additional help offer for high-risk pupils. The primary outcome of the study is depressive symptoms at 6-months follow-up. Secondary outcomes are well-being and life satisfaction at 6-months follow-up. In addition, we will test for potential mediating and moderating factors. Potential mediating variables are school climate factors (climate (i.e., classmate support, teacher support, and school connectedness, and bullying). Putative effect modifiers are high-risk status (i.e., pupils reporting (sub)clinical levels of depressive symptoms on the Center for Epidemiologic Studies Depression Scale (CES-D), and demographic characteristics (i.e., gender and immigration background).

### Study objective

We hypothesize that pupils who receive HL will have lower levels of depressive symptoms and higher levels of well-being than pupils who do not receive HL at 6-months follow-up.

### Study design

T0: baseline T1: 3 months after baseline T2: 6 months after baseline

### **Intervention**

Happy Lessons: is a school-based programme to promote well-being and prevent depression among young people and is provided by a mental health professional.

## **Contacts**

### **Public**

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### **Scientific**

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## **Eligibility criteria**

### **Age**

Children (2-11 years)  
Children (2-11 years)  
Adolescents (12-15 years)  
Adolescents (12-15 years)

### **Inclusion criteria**

1. Enrolment in either the first or second schoolyear of school classes that provide pre-vocational education. 2. Informed Consent (IC) of the parent(s) (for students <16 years) 3. IC of the pupil. 4. Sufficient command of the Dutch language

### **Exclusion criteria**

1. No IC from the parent(s) (for students <16 years) 2. No IC from the pupil

## Study design

### Design

Study phase:	N/A
Study type:	Interventional
Intervention model:	Parallel
Allocation:	Randomized controlled trial
Masking:	Open (masking not used)
Control:	N/A , unknown
Primary purpose:	Prevention

### Recruitment

NL	
Recruitment status:	Recruitment stopped
Start date (anticipated):	11-10-2021
Enrollment:	630
Type:	Actual

### IPD sharing statement

**Plan to share IPD:** Undecided

## Ethics review

Approved WMO	
Date:	29-06-2021
Application type:	First submission
Review commission:	METC NedMec

## Study registrations

### Followed up by the following (possibly more current) registration

ID: 51002  
Bron: ToetsingOnline

Titel:

## Other (possibly less up-to-date) registrations in this register

No registrations found.

## In other registers

Register	ID
NTR-new	NL9732
CCMO	NL77336.041.21
OMON	NL-OMON51002

## Study results