

Implementation of kernels to promote mental health in first year Bachelor students.

No registrations found.

Ethical review	Positive opinion
Status	Recruiting
Health condition type	-
Study type	Interventional

Summary

ID

NL-OMON25675

Source

Nationaal Trial Register

Brief title

N/A

Health condition

mental health, depression, anxiety, distress

Sponsors and support

Primary sponsor: none

Source(s) of monetary or material Support: Radboud University Nijmegen

Intervention

Outcome measures

Primary outcome

1. Fear of failure (Vragenlijst Studieproblemen (VSP) see: Bruinsma, M: Motivation, cognitive processing and achievement in higher education (2004));

2. Procrastination (Vragenlijst Studieproblemen (VSP) see Bruinsma, M: Motivation, cognitive processing and achievement in higher education (2004);
3. Perceived stress (assessed through a Dutch version of the Perceived Stress Scale see Cohen, et al., 1983)

Secondary outcome

1. Depressive symptoms (measured with the BDI, Beck et al., 1961);
2. Anxiety (measured with the BAI, Beck & Steer, 1993).

Study description

Background summary

Content:

The aims of the current study are to implement and evaluate the effectiveness of a brief prevention program for first-year Bachelor students. The beginning of university is a period of great transitions for most young people – there are increases in pressures to perform well academically, but also changes in friendships and romantic relationships that are triggered by this new phase in students' lives. These changes bring about great opportunities for success, but they also usher in a period of vulnerability during which students are at increased risk to develop problems with anxiety and depression.

The evidence-based prevention program will be implemented in the context of a randomized control trial and will involve all consenting students in the first year bachelor program in Orthopedagogics.

Procedure:

Making use of various questionnaires that will be given to the 1st year students we aim to examine some of the most important variables that might predict how depressive and anxious symptoms are prevented through the program. The questionnaires assess the mental health, perceived stress, physical activities, prosocial behavior of each student:

Students will be introduced to the study after their first lecture and will additionally receive information about the procedure of participation via email. After approximately 6 months all participants will be asked to complete the follow-up session which consists of the same questionnaires as in the first session.

Results from analyses and papers that come out of these studies have the potential to

contribute significantly to prevention research and change real-world outcomes for young adults in a variety of educational settings.

Study objective

It is expected that the experimental, but not the control participants, will show a significant decrease in depressive symptoms and anxiety, and a significant increase in physical activity, pro-social behavior and general mental health.

Study design

Students in both conditions will be asked to complete a set of online questionnaires at pre-, mid-, post- and follow-up measurement.

1. Pre measurement: beginning of September;
2. Mid measurement: end of October,;
3. Post measurement: beginning of February;
4. Follow-up measurement: beginning of June.

The procedure will be completed within the participants' first academic year, which takes approximately 10 month in total.

Intervention

Students of the first year BA course 'Academic Skills' will be randomly assigned to the experimental or control group. Students in the experimental condition will receive four short interventions called 'kernels' (Embry & Biglan, 2008).

The 4 kernels are:

1. Physical exercise (for more information see Otto & Smits, 2011);
2. Information about the benefits of Omega3 (for more information see Embry, 2007);
3. Expressive writing (for more information see Thomaes et al., 2012);
4. Basic principles of Cognitive-Behavioral Interventions (components of the 'Op Volle Kracht' program Tak et al., 2012);
5. These kernels are taught in the regular class hours. Teachers provide instructions and students are asked to complete assignments. In total that takes 15 minutes each time. Prior to the classes teachers are instructed about the kernels by the research team.

The control condition follows the regular curriculum of the academic skills course without any intervention.

Contacts

Public

Montessorilaan 3
Johanna Tewes
Nijmegen 6525 HR
The Netherlands
+31 (0)24 3615660

Scientific

Montessorilaan 3
Johanna Tewes
Nijmegen 6525 HR
The Netherlands
+31 (0)24 3615660

Eligibility criteria

Inclusion criteria

First year student of pedagogic at Radboud University Nijmegen participating in the academic skills course.

Exclusion criteria

Second to fourth year pedagogic students of the Radboud University Nijmegen.

Study design

Design

Study type:	Interventional
Intervention model:	Parallel
Allocation:	Non-randomized controlled trial

Masking:	Single blinded (masking used)
Control:	Active

Recruitment

NL	
Recruitment status:	Recruiting
Start date (anticipated):	03-09-2012
Enrollment:	243
Type:	Anticipated

Ethics review

Positive opinion	
Date:	17-09-2012
Application type:	First submission

Study registrations

Followed up by the following (possibly more current) registration

No registrations found.

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

No registrations found.

In other registers

Register	ID
NTR-new	NL3341
NTR-old	NTR3634
Other	: ECG2012-0910-047
ISRCTN	ISRCTN wordt niet meer aangevraagd.

Study results

Summary results

Thomaes, S., Bushman, B. J., Orobio de Castro, B., & Reijntjes, A. (2012). Arousing “gentle passions” in young adolescents: Sustained experimental effects of value-affirmations on prosocial feelings and behaviors. *Developmental Psychology*.