Meeting your future self: Stimulating students' future orientation through a smartphone-based intervention

No registrations found.

Ethical review	Not applicable
Status	Pending
Health condition type	-
Study type	Interventional

Summary

ID

NL-OMON28358

Source
NTR

Brief title
N/A

Health condition

None, it is a universal student population

Sponsors and support

Primary sponsor: Leiden University, ERC Consolidator Grant (Grant Number 772911– CRIMETIME), Max Planck Institute for the Study of Crime, Security & Law, Freiburg Germany.
Source(s) of monetary or material Support: ERC Consolidator Grant (Grant Number 772911– CRIMETIME)

Intervention

Outcome measures

Primary outcome

Future oriented mindset and behaviors:

- Self-defeating behavior
- Future orientation
- Study results at the end of the academic year
- Impulsiveness
- Goal commitment and achievement

Future self-identification:
- Vividness
- Valence
- Relatedness

Smartphone experience:
- User experience and engagement

Secondary outcome

Secondary outcomes:
- Psychosocial wellbeing
- Self-efficacy
- Self-esteem

Study description

Background summary

High future orientation and having a vivid image of the future self have been associated with beneficial outcomes such as increased ethical behavior, increased saving, higher motivation, improved health, goal achievement, and reduced delinquency. In the current project, we aim to examine to which extent future orientation and future self-identification can be stimulated. To this end, we are developing an intervention delivered through a smartphone application in which people are stimulated to think about the future and interact with their future self. As people are almost always near their smartphone, implementing an intervention via this technology facilitates daily exposure to the intervention content.

The study has three aims: 1) examine users' experiences with the smartphone app and their adherence to the intervention, 2) examine whether the intervention can stimulate future orientation and future self-identification, and 3) explore which intervention module(s) generate the strongest intervention effects. With this knowledge we intend to iterate the application for follow-up research and further develop and optimize this novel intervention.

Study objective

Aim 1: We hypothesize that users experience the application as user friendly, rate the application as engaging, and use the application multiple times per week.

Aim 2: The smartphone intervention will increase students' future oriented mindset and behaviors, and will increase students' future self-identification compared to students in the control condition.

Aim 3: We have no specific hypothesis about which intervention module establishes the largest intervention effects.

Study design

To assess the effectiveness of the intervention, we conduct assessments at multiple time points:
- T1: prior to the intervention
- Interim measurements of a subset of outcomes after week 1 and week 2 of the intervention
- T2: immediately after the intervention
- T3: 3 months after the end of the intervention
- T4: end of the academic year (only study results)

Intervention

The intervention aims to increase future oriented mindset and behaviors. It is based on the assumption that the lack of a clear vision of the future and the inability to imagine the future self is related to negative and short-sighted behaviors as long term consequences of behaviors are not adequately taken into account. During the intervention, participants will be encouraged to think about their future and create a clear vision of who they want to be and what they want to achieve, i.e., their future self. The intervention aims to accomplish this by letting participants interact with a digitally aged avatar of themselves, representing their future self.

In the current study, the intervention is implemented through a smartphone application. The intervention consists of three modules, each lasting a week. During the intervention period (i.e., 3 weeks), participants will have short (approximately 5 minutes) daily interactions with their future self. These interactions differ in nature, for instance psychoeducation, perspective taking, and goal setting.

Contacts

Public
Universiteit Leiden
Esther Mertens

0715273600
Scientific
Universiteit Leiden
Esther Mertens

0715273600

Eligibility criteria

Inclusion criteria

First year university students, having an eligible smartphone that meets minimum system requirements (iPhone running iOS 12 and newer or smartphone running Android 9 and newer)

Exclusion criteria

None

Study design

Design

Study type:	Interventional
Intervention model:	Parallel
Allocation:	Randomized controlled trial
Masking:	Open (masking not used)
Control:	Active

Recruitment

NL

Recruitment status:	Pending
Start date (anticipated):	01-09-2021
Enrollment:	166
Type:	Anticipated

IPD sharing statement

Plan to share IPD: Undecided

Plan description
N/A

Ethics review

Not applicable

Application type: Not applicable

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	NL9671
Other	Ethics Board of the Institute of Education and Child Studies at Leiden University : ECPW2021-320

Study results

Summary results
N/A