

The promotion of mental well-being among vocational students.

No registrations found.

| | |
|------------------------------|------------------|
| Ethical review | Positive opinion |
| Status | Pending |
| Health condition type | - |
| Study type | Interventional |

Summary

ID

NL-OMON29494

Source

Nationaal Trial Register

Health condition

mental health, mental well-being, adolescents, school, prevention, promotion, self-regulation

Sponsors and support

Primary sponsor: department of Public Health, Erasmus Medical Center, Rotterdam

Source(s) of monetary or material Support: ZonMW

Intervention

Outcome measures

Primary outcome

Psychological well-being, depression and problem behaviour.

Secondary outcome

Ryffs six dimensions of psychological well-being, goal selection and balance and self-regulatory skills.

Study description

Background summary

Mental health problems are of particular concern among adolescents. Mental health problems contribute importantly to the overall burden of disease of youth, and in addition, and have been related to for instance school drop-out . Early mental problems are an important predictor of mental disorders later in life. Recent policy changes support prevention of mental health problems at an early age. Vocational school students (ROC) seem disproportionally affected: One third of vocational students report mental health problems, including headaches, worries, unhappiness and anxiety. These students are often from disadvantaged groups. Hence, there is an urgent need to target these students, with the aim of promoting psychological well-being.

Low psychological well-being, emotional and behavioural problems may result from unsuccessful or inadequate goal striving.

Personal goals are an important reflection of the self, and fulfil fundamental psychological needs. Personal goals guide daily behaviour and social interactions. In some cases this can constitute a vicious circle of risky behaviours and unfulfilled psychological needs leading to lower well-being. On the other hand when goal pursuit is successful and psychological needs such as that of affiliation are met, well-being is high. In addition, previous studies have shown that goal regulation skills are amenable to change, with interventions showing promising results: improved study results, school attendance, and subjective well-being.

The project objective is to increase adequate goal striving and self-regulatory skills among vocational students, with the ultimate goal of promoting psychological well-being. In order to reach our aim we will develop, implement and evaluate a goal-based intervention targeting 16-18 year old ROC students. The intervention should (1) stimulate selection of desirable and intrinsic goals in order to promote competency and autonomy, and subsequently psychological well-being/mental health, (2) teach flexible and adaptive goal striving strategies in order to ensure successful goal attainment. Successful achievement of important personal goals is likely to contribute to well-being and to reduce the likelihood of emotional problems, negative affect, incl. depression and anxiety. Secondary benefits examined are (1) school attendance and performance, and (2) behavioural problems and health compromising behaviours, and (3) (intrinsic) goal ownership. The project consists of four phases aimed at the development and evaluation of a goal-based intervention: 1) A planned approach is taken in order to reach our objectives, the project comprising four phases: (1) the identification of effective goal striving strategies by means of a systematic review, 2) systematic program planning, based on Intervention

Mapping, starting with identification of program objectives, 3) program development and pretesting, using 4) intervention evaluation. The final evaluation will be based on a cluster-RCT where classes as units will be randomized between the goal intervention and a waiting list control trial. Effects will be examined at 3- and 6-month follow-up, psychological well-being being the primary outcome.

Study objective

Students exposed to the newly developed intervention have a higher well-being compared to students that did not receive this intervention.

Study design

Baseline, 3 months and six months.

Intervention

We developed a class intervention to promote mental wellbeing, where we defines wellbeing as having fulfilled the need for autonomy, mastery and relatedness. The intervention is based on self-regulation theory and aims to support adolescents in goal identification, setting and achievement. It is delivered by the teacher and includes a variety of individual, paired and plenary exercises. Important methods for change are discussion, social support, modelling, practice and planning. The intervention includes 5 modules, which each last apprxoimately 2 class hours, and 4 optional exercises. Teachers can make their own lesson plan, based on the exercises within one module. Module 1 is aimed at identification of the ideal selve. Module 2 aims for translation to a specific goal. Module 3 aims at preparation of goal achievement. Module 4 discusses goal achievement and the importance of social support. Module 5 is aimed at monitoring and evaluation of change. Together, these modules will help the students to identify their goals with respect to autonomy, relatedness and mastery, and work towards them. As such, well-being of the students will improve.

The control group will be on a waiting list, i.e. these classes can use the intervention after the trial. During the trial they receive the normal lessons of their teachers, which usually don't include anything on mental wellbeing.

Contacts

Public

Public Health Department

Room AE-130

Erasmus MC

PO box 2040

Lenneke Genugten, van
Rotterdam 3000 CA
The Netherlands
+31 (0)888 661890

Scientific

Public Health Department

Room AE-130

Erasmus MC

PO box 2040

Lenneke Genugten, van
Rotterdam 3000 CA
The Netherlands
+31 (0)888 661890

Eligibility criteria

Inclusion criteria

We aim to evaluate the intervention among first and second year students that follow the BOL track at the vocational schools, in 'economics' or 'care' track.

Exclusion criteria

1. Students that are part of the BBL track;
2. Students that are not in 'economics' or 'care' track.

Study design

Design

| | |
|---------------------|-------------------------------|
| Study type: | Interventional |
| Intervention model: | Parallel |
| Allocation: | Randomized controlled trial |
| Masking: | Single blinded (masking used) |
| Control: | N/A , unknown |

Recruitment

| | |
|---------------------------|-------------|
| NL | |
| Recruitment status: | Pending |
| Start date (anticipated): | 01-09-2013 |
| Enrollment: | 1300 |
| Type: | Anticipated |

Ethics review

| | |
|-------------------|------------------|
| Positive opinion | |
| Date: | 13-03-2013 |
| 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 | NL3737 |
| NTR-old | NTR3900 |
| Other | ZonMW : 200210004 |
| ISRCTN | ISRCTN wordt niet meer aangevraagd. |

Study results

Summary results

N/A