

Mixed method interventions for depression in university student population

Mapping the literature

Gawrysiak et al. (2009) conducted a randomized controlled trial comparing individualized BATD (Behavioral Activation Treatment for Depression) and a no-treatment control for university students with moderate depression based on a structured single-session intervention and 2-week treatment interval. Compared to the control group the findings revealed that the BATD group had significantly higher reductions in depression symptoms and increased environmental reward at post-treatment that were associated with strong effect sizes. Structured interviews were used for diagnostic purposes. No other qualitative methods were employed.

Alvarez et al. (2008) present a computer program for cognitive training (Alcor) in the treatment for major depression disorder (MDD) and cognitive impairment in university students of the Universidad Nacional de Mexico (N=31). Depressive symptoms were diagnosed through a computer version of the International Neuropsychiatric Interview (Heinze & Corte's, 2000; Sheehan et al., 1998), based on the DSM-IV and the CIE 10. The patients of the three groups showed MDD event remission. Those who received cognitive training showed a substantial increase of intellectual performance as well.

Eskin et al. (2008) aimed at testing the efficacy of a problem-solving therapy (PST) in treating depression and suicide potential in adolescents and young adults and found that post-treatment depression and suicide risk scores of participants within the PST condition decreased significantly compared to the pre-treatment scores. Similarly, scores for post-treatment self esteem and assertiveness of participants within the PST condition increased significantly compared to the pre-treatment scores. The authors conclude that problem-solving therapy should be considered as a viable option for the treatment of depression and suicide potential in adolescents and young adults. Structured diagnostic interviews for performed to assess depression levels.

Cukrowicz and Joiner (2007) examined the efficacy of a brief cognitive behavioral psychoeducation model as an intervention for depressive and anxious symptoms, based on the Cognitive-Behavioral Analysis System of Psychotherapy (CBASP). Intervention revolves around worksheets that discuss participants' behaviours, interpretations, and desired outcomes