



## UvA-DARE (Digital Academic Repository)

### Turning prevention into a challenge

*Towards a new integrated model of depression prevention*

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## **Appendix Chapter 2**

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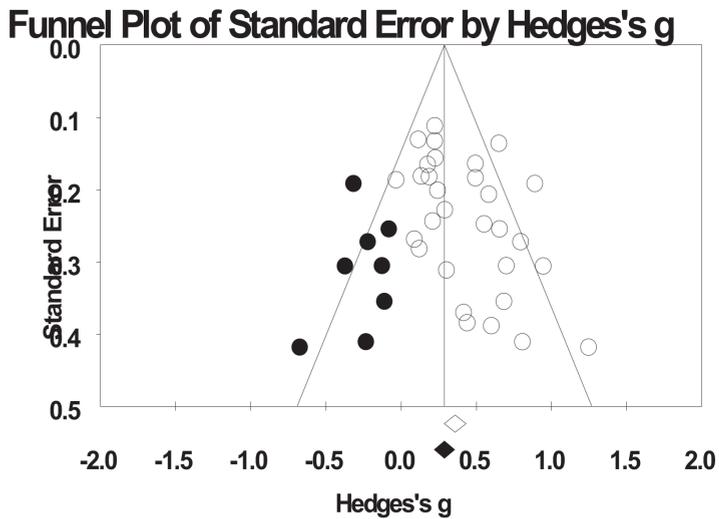
Appendix 2.C. - Overview of subgroup classifications

Appendix 2.D. - References

## Appendix 2.A. - PubMed Search string

("depressive disorder\*" [MeSH Terms] OR ("depressive" [All Fields] AND "disorder\*" [All Fields]) OR "depressive disorder\*" [All Fields] OR "depression" [All Fields] OR "depression" [MeSH Terms]) OR depressive [All Fields]) AND (("university student\*" [All Fields] OR "university student\*" [All Fields] OR "higher education student\*" [All Fields] OR "early adulthood" [All Fields] "early adulthood" [MeSH Terms] OR "18 to 25 years\*" AND (("prevention and control" [Subheading] OR ("preventing") OR ("prevention" [All Fields] AND "control" [All Fields]) OR "prevention and control" [All Fields] OR "prevention" [All Fields]) OR preventative [All Fields]) AND Randomised Controlled Trial [ptyp]

## Appendix 2.B. - Funnel plot



▲ Figure A.1. Funnel plot of standard error by Hedges's g

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## Appendix 2.C. - Overview of subgroup classifications

Subgroup	Classification options
Intervention type	<p>Targeted: Participants were included on the basis of having mild to moderate depressive symptoms. (Staten &amp; Delaney, 2010)</p> <p>Universal: The intervention was open to all young adults, regardless of symptom level. (Staten &amp; Delaney, 2010)</p>
Support type	<p>Self help: Interventions were offered without guidance; the individual went through the materials by themselves.</p> <p>Peer support: The delivery of the intervention was led by peers and interventions were delivered in groups. Further, participants were encouraged to actively support others through the intervention.</p> <p>Trained student support: A student trained in the intervention led participants through the intervention.</p> <p>Professional support: A professional (i.e., research professional or clinical professional) led participants through the intervention.</p>
Theoretical framework	<p>Cognitive Behavioural Therapy (Beck et al., 1979)</p> <p>Mindfulness-based interventions (Creswell, 2017; Kabat-Zinn, 2003)</p> <p>Mind-body approaches (Wahbeh &amp; Elsas, 2008; i.e., yoga, tai-chi, qui gong, reiki)</p> <p>Other (any other type of approach not classified via CBT, Mindfulness, Mind-body approaches)</p>
Length of intervention	Duration in weeks
Focus of intervention	<p>Depression</p> <p>Comorbid depression and anxiety</p> <p>Psychological health</p> <p>Stress reduction</p>
Setting of intervention	<p>Online</p> <p>Group-based</p> <p>Face to face</p> <p>Self-led</p>

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## Appendix 2.D. References

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