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EVALUATING THE EFFECT OF AN EMPIRICALLY-SUPPORTED GROUP
INTERVENTION FOR STUDENTS AT-RISK FOR DEPRESSION IN A RURAL
SCHOOL DISTRICT (163 pp.)

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The purpose of this study was to evaluate and explore a preventative school-based mental health intervention targeting students at-risk for depression. The research design was a pre-test post-test treatment as usual group design with random assignment of a convenient group of 22 participants to one of two groups: (a) the experimental group who received a modified version of the Adolescent Coping with Depression Course (CWD-A; Clarke, Lewinsohn, & Hops, 1990) or (b) an intervention typical for targeted students in the school setting. Both the experimental group and the treatment as usual group made progress, and the groups did not increase their symptoms associated with depression. Moreover, the findings demonstrated that over time the students who participated in the CWD-A curriculum had more clinically significant outcomes in comparison to the treatment as usual group. This study added to the depression prevention literature by further exploring the CWD-A curriculum, maintaining cost effectiveness, and focusing on group interventions rather than individual therapy for a convenient sample of students in a school-based setting who were at-risk for depression. However, further research is needed to make stronger conclusions that continue to contribute to the literature.