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An internet-based problem-solving training to reduce strain in teachers

Submission date
05/06/2012

Recruitment status
No longer recruiting

Registration date
28/08/2012

Overall study status
Completed

Last Edited
03/06/2020

Condition category
Mental and Behavioural Disorders

[ ] Prospectively registered
[ ] Protocol
[ ] Statistical analysis plan
[X] Results
[ ] Individual participant data

Plain English summary of protocol

Background and study aims
Teachers are highly affected by strain-related health problems such as depression. Recent studies have shown the effectiveness of Internet-based problem-solving therapy for symptoms of depression and strain. This study aims to test the efficacy of an Internet-based problem-solving training, adapted to the specific situation of the teachers, when compared to a waiting-list control group.

Who can participate?
Teachers with a heightened level of strain, indicated by self-rated depressive symptoms.

What does the study involve?
Participants are randomly allocated into two groups. Participants in the intervention group take part in a five-week online problem-solving training program, consisting of one lesson per week including weekly assignments and feedback by trained online coaches. Participants in the wait-list control group will get access to the training 6 months later. Self-reported symptoms of depression, strain, worrying, problem-solving skills, self-efficacy and quality of life are assessed at four points (at the start of the study, just after the training, and 3 and 6 months after the training ends).

What are the possible benefits and risks of participating?
Participants may benefit from improvements in depression, strain, worrying, self-efficacy, problem solving skills and mental health in general. There are no known risks of participating in the study.

Where is the study run from?
Department of Mental Health, Leuphana University, Lueneburg, Germany.

When is the study starting and how long is it expected to run for?
The study started in April 2012 and ended in December 2013.

Who is funding the study?
European Union.

Who is the main contact?
David Daniel Ebert
ebert@inkubator.leuphana.de

Contact information

Type(s)
Scientific

Contact name
Mr David Daniel Ebert

Contact details
University, Lueneburg
Volgershall 1
Lüneburg
Germany
21339
+49 (0)4131677 5197
ebert@inkubator.leuphana.de

Additional identifiers

Study information

Scientific Title
An internet-based problem-solving training to reduce strain in teachers: a randomized controlled trial testing the efficacy of a guided self-help problem-solving training

Study objectives
Internet-based problem-solving training is more effective in reducing depressive symptoms than a wait-list control group.

On 11/02/2013 the target number of participants was changed from 180 to 152.

Ethics approval required
Old ethics approval format

Ethics approval(s)
Local Ethical Committee, Department for Psychology, Phillips-University of Marburg, Germany, 12/03/2012, ref: AZ: 2012-06K

Primary study design
Interventional

Study design
Prospective randomized controlled trial with two parallel groups

Study type(s)

Quality of life

Health condition(s) or problem(s) studied
Depressive symptoms

Interventions
The treatment group has access to an Internet-based training program that consists of five lessons (one per week). The intervention is based on an empirically evaluated online-based problem-solving intervention (van Straten et al., 2008; Warmerdam et al., 2008), adapted to the specific situation of teachers. The lessons include information and examples of how problems can be solved in a systematic way, how to handle unsolvable problems and how to improve well-being by boosting important things in their lives. Participants receive feedback to weekly assignments by trained online coaches.

Participants in the wait-list control group will get access to the same training 6 months after baseline assessment.

Intervention Type
Other

Phase
Not Applicable

Primary outcome(s)
Center for Epidemiologic Studies Depression Scale (CES-D)

Baseline assessment: 1 week before allocation to treatment groups (enrollment is still ongoing; first participant were assessed for baseline on 9th April)

Post-assessment: 7 weeks after allocation to treatment 3-months follow-up: 3 months after allocation to treatment 6-months follow-up: 6 months after allocation to treatment

Key secondary outcome(s)
1. Social Problem Solving Inventory (SPSI-R)
2. Perceived Stress Questionnaire (PSQ)
3. Penn State Worry Questionnaire (PSWQ)
4. Self-efficacy Scale (SWE)
5. Maslach Burnout Inventory (MBI)
6. Short-Form Health Questionnaire (SF-12)

Baseline Assessment: 1 week before allocation to treatment groups (enrollment is still ongoing; first participant was assessed for baseline on 9th April)

Post-Assessment: 7 weeks after allocation to treatment 3-months follow-up: 3 months after allocation to treatment 6-months follow-up: 6 months after allocation to treatment

Completion date
01/12/2013

Eligibility

Key inclusion criteria
Teachers with a heightened level of depressive symptoms [self-rated score higher than 16 on the Center for Epidemiologic Studies Depression Scale (CES-D)]

Participant type(s)
Patient

Healthy volunteers allowed
No

Age group
Adult

Sex
All

Total final enrolment
150

Key exclusion criteria
Participants with suicide ideation at time of recruitment [by a score higher than 1 on the suicide ideation question of the Beck Depression Inventory (BDI-II)]

Date of first enrolment
15/04/2012

Date of final enrolment
01/12/2013

Locations

Countries of recruitment
Germany

Study participating centre
University, Lueneburg
Lüneburg
Germany
21339

Sponsor information

Organisation
Investment & Development Bank of Lower Saxony - NBank (Germany)

ROR
https://ror.org/03h3mye18

Funder(s)

Funder type
Government

Funder Name
European Union (EU)

Funder Name
State of Lower Saxony (Germany)

Results and Publications

Individual participant data (IPD) sharing plan

IPD sharing plan summary
Not provided at time of registration

Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
Results article	results	01/11/2014	03/06/2020	Yes	No
Study website	Study website	11/11/2025	11/11/2025	No	Yes