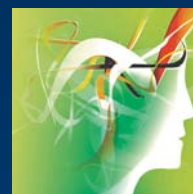# The YouthMood Project:
An Evaluation of MoodGYM with an Adolescent Population

Alison Neil, Helen Christensen, Kathleen Griffiths,
Andrew Mackinnon and Richard O'Kearney.

ANU

THE AUSTRALIAN NATIONAL UNIVERSITY

The Centre for Mental Health Research

Australian School Programs

Program	Program type	No. published trials	Data on efficacy / effectiveness available
Adolescent Coping with Depression (Australian Version)	Treatment	1	No evidence
Adolescents Coping with Emotions (ACE)	Indicated	3	Promising
Aussie Optimism	Universal	3	Promising
Best of Coping	Universal	4	Insufficient data
Beyondblue Schools Project	Universal	0	Insufficient data
Cool Kids Program	Indicated	1	Promising
FRIENDS	Universal	7	Strong
MindMatters	Universal	0	Insufficient data
MoodGYM	Universal	2	Promising
NSW School-Link Program	Universal	0	Insufficient data
Penn Prevention Program (Australia)	Universal	1	No evidence
Problem Solving for Life	Universal	2	Promising
Resourceful Adolescent Program (RAP)	Universal	4	Strong

Neil, A. L. & Christensen, H. (2007). Australian school-based prevention and early intervention programs for anxiety and depression: A systematic review. *Medical Journal of Australia, 186*, 305-308.

Aims

- To establish whether MoodGYM is effective in reducing students' vulnerability to depression and anxiety.

- To test MoodGYM with a larger and more diverse sample, following promising results from the pilot studies.

- O'Kearney, R., Gibson, M., Christensen, H., & Griffiths, K. M. (2006). Effects of a cognitive-behavioural internet program on depression, vulnerability to depression and stigma in adolescent males: a school-based controlled trial. *Cognitive Behaviour Therapy, 35*, 43-54.

Participants

- 30 schools participated

- 56% of participants were female

- 17% lived on a farm or rural property

- Mean age = 14.33 years

- 30% previously depressed

- 34% received help from a doctor or counsellor

Measures

Intervention-
The MoodGYM Program

- http://moodgym.anu.edu.au

- Online CBT program

- Five Modules: Feelings, Thoughts, Unwarping, Destressing and Relationships

- Interactive quizzes and exercises

Procedure

```
┌─────────────────────────────┐
│      Consent obtained       │
│        (n = 1450)           │
└─────────────────────────────┘
              │
┌─────────────────────────────┐
│     All schools complete    │
│  pre-intervention questionnaire │
│        (n = 1346)           │
└─────────────────────────────┘
        │                 │
┌──────────────────┐   ┌──────────────────┐
│     Group A      │   │     Group B      │
│ Completes MoodGYM│   │ Completes usual classes │
│    (n = 529)     │   │                  │
└──────────────────┘   └──────────────────┘
        │                 │
┌──────────────────┐   ┌──────────────────┐
│     Group A      │   │     Group B      │
│ Completes post-intervention questionnaire │ │ Completes post-intervention questionnaire │
│    (n = 445)     │   │    (n = 805)     │
└──────────────────┘   └──────────────────┘
        │                 │
┌──────────────────┐   ┌──────────────────┐
│     Group A      │   │     Group B      │
│ Completes 6-month follow-up questionnaire │ │ Completes 6-month follow-up questionnaire │
│    (n = 426)     │   │    (n = 735)     │
└──────────────────┘   └──────────────────┘
                          │
                       ┌──────────────────┐
                       │     Group B      │
                       │ Completes MoodGYM│
                       └──────────────────┘
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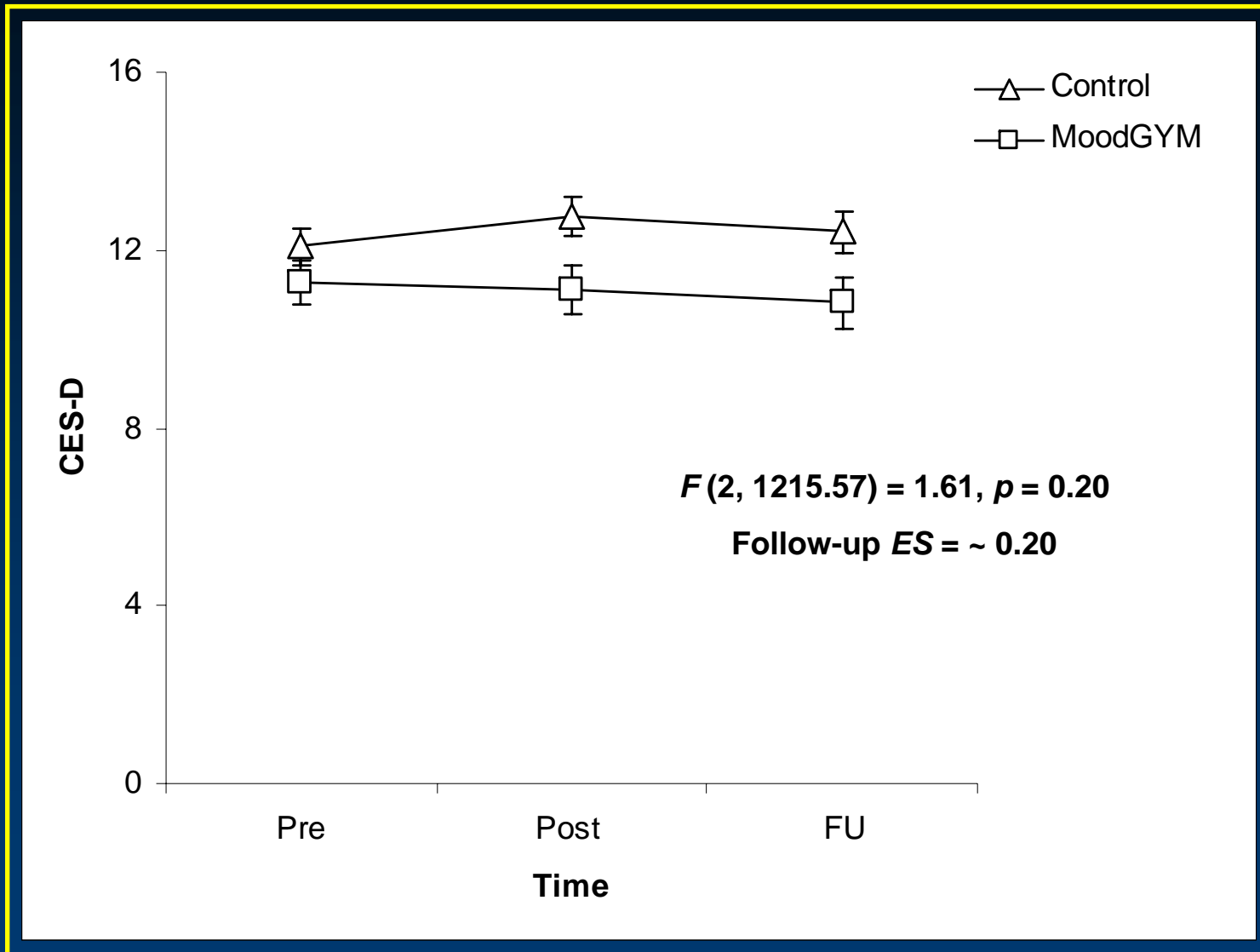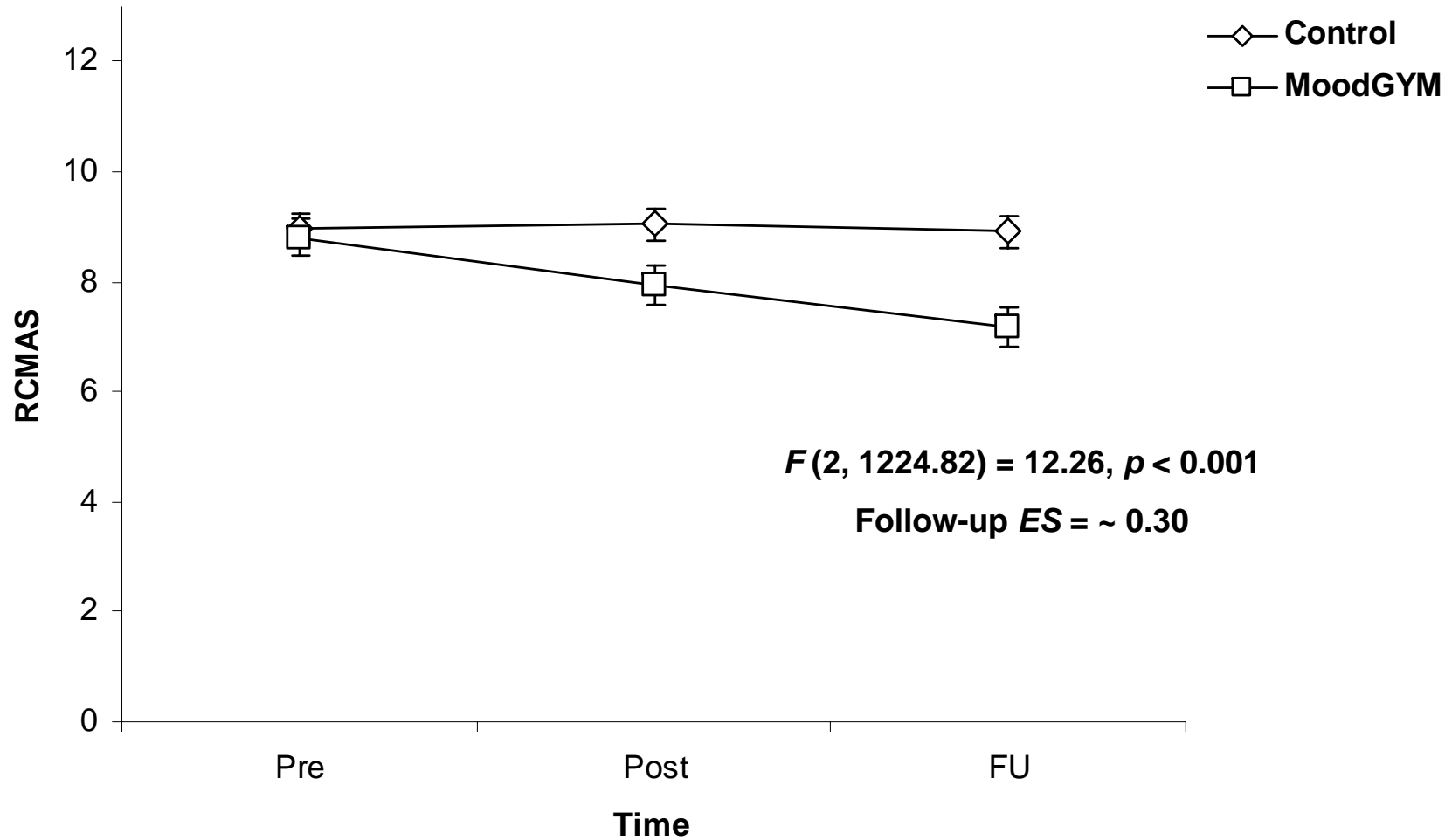
Data Analysis

- Mixed models repeated measures ANOVA

  - Repeated measures

  - Students clustered within classes

- ICC ~ 0.03

  - Class effects minimal

- ITT analysis
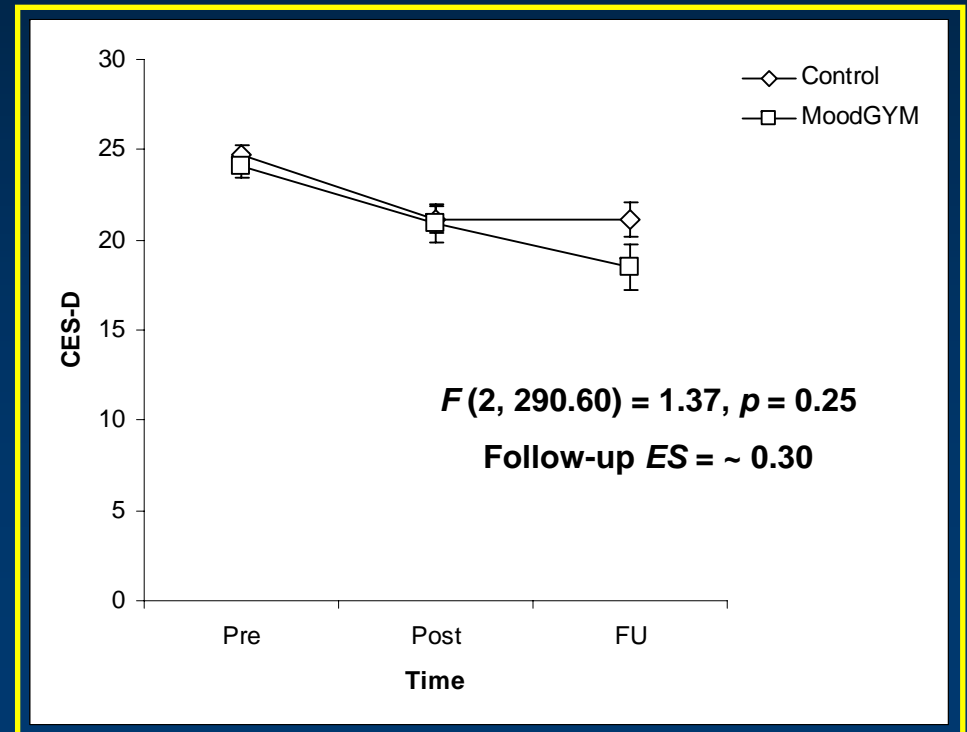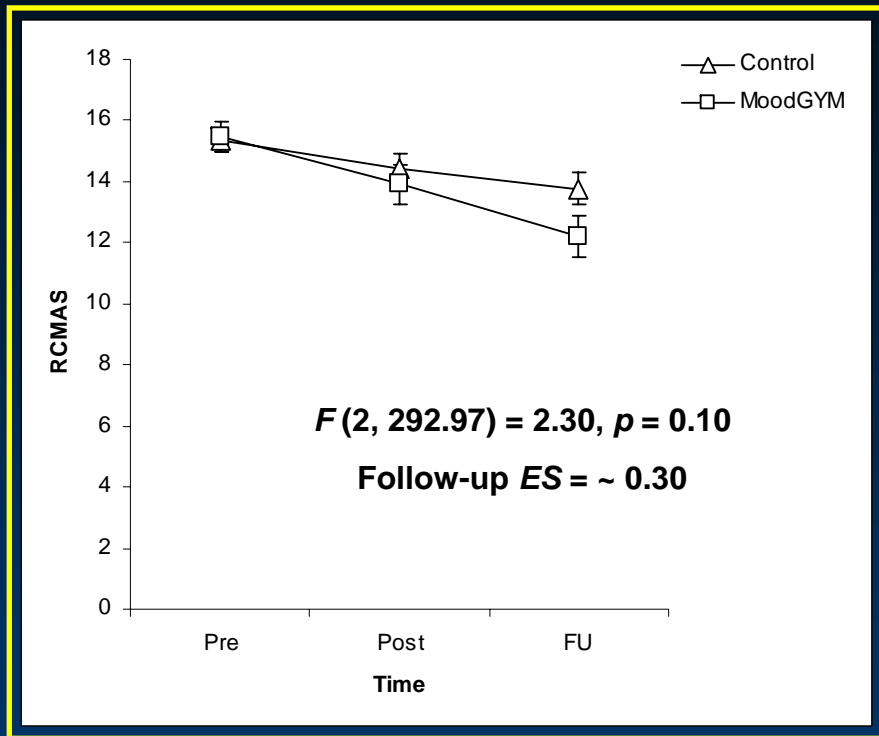
Mixed Model ANOVA- Depression

- Pre-test to Post-test:

  - MoodGYM pre to post change = -0.86

    vs.

    Control pre to post change = 0.07

  - $t(1260.86) = 3.19$, $p = 0.001$

- Pre-test to Follow-up:

  - MoodGYM pre to follow-up change = -1.63

    vs.

    Control pre to follow-up change = -0.04

  - $t(1224.77) = 4.79$, $p < 0.001$

Mixed Model ANOVA- 'Clinical' Sub-group

Conclusion

- Effective classroom resource

- Suitable for a variety of classroom environments

- Developing classroom support materials

- Evaluation of classroom materials

Acknowledgements

- Ms Louise Farrer