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PREVENTION OF DEPRESSION IN CHILDREN - A LITERATURE REVIEW

ABSTRACT

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Depression is one of the most common mental health conditions globally. Children and adolescents with depression may experience prolonged periods of sadness or irritation. Depression can be triggered by one or various negative events among others stress, Interpersonal interactions, Family conflicts etc. The term 'children' was used in representation of the age group between the age 6-17. Although it is extremely common in older kids and teenagers, the symptoms can be found in younger kids as well. However, it frequently goes unnoticed. The study is about children; however, our focus was about adolescents.

Depression can range from moderate and transient to severe and persistent, but it can be prevented with the right help. It is crucial to understand that there are several ways to assist adolescents who are depressed.

This study is aimed at exploring different methods a nurse can use in prevention of depression in children. Therefore, the purpose of the study is to enlighten on the importance of prevention of depression at early stages when it is still preventable.

Literature review was conducted as a research method for this study. Four databases (Ebsco Cinhal, Sage, Science Direct and Google Scholar) were used for the study and twenty-four articles were chosen to be reviewed. The selected articles were based on the inclusion and exclusion criteria. Inductive content analysis was used to analyze the data.

The results indicate that the nurse has a great responsibility in the prevention of depression in terms of Psychoeducation, screenings, guiding, therapy, and collaboration. Psychoeducation and Cognitive Behavioral Therapy was found to be the most effective intervention that nurses can utilize. There are a lot of studies that still need to be done due to the changes in evidence-based nursing practices.

Keywords: children, depression prevention, nurses' role

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1 INTRODUCTION

Depression affects over 3.8% of the global population and is a frequent illness. Approximately 280 million individuals worldwide suffer from depression. Depression is distinct from common mood swings and brief emotional reactions to problems in daily life. Depression has the potential to develop into a significant health condition, particularly if it is persistent and of moderate to severe intensity. It can significantly affect the functionality of the person at home, at work, and at school and worse it can lead to suicide. It is estimated that 14% of children between age 6-17 experience mental health conditions globally, yet these remain unrecognized and untreated. Neglecting adolescent mental health issues can have long-term effects extended to adulthood, impairing physical and mental health as well as their ability to lead successful lives (WHO, 2018).

Emotional resilience is what allows us to appreciate life and endure suffering, disappointment, and despair. It is a feeling of contentment and a fundamental belief in the worth and dignity of both us and other people. In addition to referring to a person's mental, emotional, psychological, and social wellbeing, mental health also refers to the absence of mental illness. (Health Education Authority, 1997).

The diagnostic criteria for mental illness are the same regardless of age, although the symptom picture shows features typical of each developmental stage. Knowing the special features related to age makes it easier to identify depression in these age groups. Early-onset depression is a serious and easily relapsing illness. The underlying factors of depression are diverse. According to the recent understanding, the influence of genes in adolescence is possibly greater than in childhood or in adults. However, negative experiences related to human relationships are important background factors for depression in both children and young people. (Karlsson et al., 2016).

Kelvin (2016) states that many children and young people are affected by the prevalent and severe health issue of depression. Its origins can be traced back to

later childhood for many individuals. From the initial stages of adolescence, the incidence significantly increases. As emerging adulthood approaches, depression appears more frequently and causes an increasing number of impairments in children's and young people's personal, family, social, and academic lives.

Depression can be triggered by one or various negative events including disappointments, stress, grief, however, these are not all the causes. The over-arousal of normally negative emotional states like fear, aggression, impatience, and sadness is a symptom of affective disorders. Wider ranging than many physicians and educationalists realize, the cognitive and neurocognitive components include disorders of attention, concentration, motivation, processing speeds, and generally 'executive' skills like decision-making. In the most extreme situations, the emerging fixed beliefs resemble or perhaps involve a psychotic depressive disorder (Kelvin, 2016).

Every young person and their family have a unique experience with depression. Hence, it makes sense that the disease's manifestation would likewise vary. Generally speaking, it is beneficial to think about the four dimensions that depression manifests. Changes in ideas, feelings, behaviors, and bodily experiences can result from depression. (Kelvin, 2016).

The focus of this study was on children who are defined as individuals under the age of 18 years. Our main focus was, however, on adolescents. We also included children between the ages of 6-12 in consideration. The importance of adolescence stems from the fact that this is the time when many mental health illnesses often manifest. After puberty, many chronic mental illnesses persist into adulthood. In terms of substance usage and dietary habits, adolescence serves as a developmental period that shapes behavior for adulthood and influences the course of various health disorders, such as obesity and HIV/AIDS (Evans, D. et al., 2005) Therefore, the purpose of the study is to enlighten on the importance of prevention of depression at early stages when it is still preventable. The terms

children, adolescent, teenager, and youth were used interchangeably in this study as synonyms.

2 DEPRESSION IN CHILDREN

Understanding the fundamentals of depression helps one better comprehend the nature of the illness. Similarly, to adult depression, youth depression is quite common. The 1-year prevalence rates for Major Depressive Disorder (MDD) range to 7% in adolescents and are roughly 2% in childhood. The National Comorbidity Survey indicates that 14% of adolescents aged 15 to 18 years have experienced MDD, and that 20% of adolescents will have experienced a depressive disorder by the time they turn 18 years old (Gladstone et al., 2011).

With a median estimate of 2% of prepubertal children and 4% of teenagers suffering a clinical depression within a 3 to 12-month period, and nearly half of initial depressive episodes happening in adolescence, depression in children and adolescents is frequent. Girls and boys experience depression at roughly the same rates before puberty, but after adolescence, depression is more prevalent in girls than boys. Significant morbidity is linked to adolescent depression. Many depressed young people have impairment in one or more functional domains. They are more likely to have comorbid mental problems, substance use problems and are at a higher risk of suicide which makes it a serious public health issue. Interventions to prevent depression in children are suggested to lessen the total burden in addition to effective treatments for depression (Sims et al., 2007).

Depression can be caused by various factors. Interpersonal interactions are one of several elements that might cause depression. Interpersonal relationships are the connections between people and the direct, individual expressions of each person's feelings toward another. Families, such as those between parents and children, the social environment, where issues of social class and ethnicity are present, and interactions between genders across age groups for both females and males are examples of common interpersonal connections (Beattie, 2005)

Family conflicts is one of the main causes of depression among Jordanian children. The economic situation in society and the educational background of parents is another contributing factor. These factors are, however, representative of what happens in many other societies (Tannous, 2011).

Contrary to popular belief, depression affects parents and children in similar ways. Depressed children can exhibit the same symptoms as depressive parents, including sorrow, anger, guilt, and self-directed hatred. Like sad adults, depressed children tend to attribute good events to the environment and blame themselves for unpleasant ones; they do not give themselves credit when it is due (Beattie, 2005).

If depression is not addressed, it can have a chronic course and negatively impact youth in many areas of their lives, for example, by lowering academic performance and increasing peer and family issues (Martinsen et al., 2016). Understanding the specific and nonspecific risk and protective factors for these illnesses is crucial in the early stages of preventative research since prevention efforts are improved by concentrating on reducing these risk factors, while strengthening these protective factors. Researchers can choose the best prevention methods by carefully considering the risk and protective variables for depression (Gladstone et al., 2011).

The term Prevention can be defined as interventions that occur before the onset of the first symptoms and interventions after the initial onset of symptoms (Evans, D. et al., 2005). Prevention comes in three distinct elements: the universal, selective, and indicated prevention strategies. Universal intervention strategies are aimed at the entire population without targeting subgroups. It aims at reducing the occurrence of new cases (Evans, D. et al., 2005). Selective preventive tactics entail identifying a group of children who are at risk and who have known susceptibility characteristics but have not yet manifested the disorder (Carnevale, 2012). Indicated strategies target individuals at high risk who have detectable symptoms

that make them vulnerable to the disorder, for example biological indicators (Evans, D. et al., 2005).

Preliminary research indicates that the costs associated with depression for young people are considerable and involve not only medical expenses but also expenses associated with school services and possibly other social and family services (Sims, 2007).

3 HEALTH PROMOTION

Health promotion is the practice of giving individuals more power over and access to better health. A person must be able to recognize and achieve goals, meet needs, and cope with the environment, to achieve a state of total physical, mental, and social well-being. As a result, rather than being the goal of life, health is considered as a resource for daily existence. A healthy idea is one that emphasizes both physical capabilities and social and personal resources. Health promotion is a duty of all sectors of society, not only the health sector (WHO, 1986). The main health priorities in Finland are health promotion, noncommunicable disease prevention, emergency preparedness and response, strengthening of the health systems, with a focus on broad primary health services, to advance toward universal health coverage, and health and the environment (WHO, 2022).

Nurses play an essential role in promoting public health. The goal of health promotion by nurses has traditionally been to prevent illness and alter people's attitudes toward their health. Since they have multidisciplinary knowledge and experience in health promotion from their nursing practice, their position as health promoters is challenging. The responsibilities of nurses have traditionally included clinical nursing procedures, consultation, follow-up care, patient education, and sickness prevention. This has raised cost-effectiveness, decreased chronic disease symptoms, increased accessibility to healthcare services, and improved the customer experience with healthcare. Additionally, nurses' efforts to promote health can improve adherence, quality of life, patients' understanding of their illnesses, and self-management. The concept of health promotion was

created in order to put an emphasis on community involvement, health promotion activities, and practices based on social and health policies (Kemppainen, 2013).

3.1 Health promotion in Finland

In Finland, as in many other European nations, municipalities are primarily in charge of promoting children's mental health. This is through prevention of bullying, the reduction of poverty in families, integrating the strengthening of MH into the culture of early childhood education and care, schools, and workplaces are all ways to enhance mental health. The Local Government Act of Finland and the Health Care Act of Finland, states that the municipality must make sure that the circumstances for wellbeing are taken into consideration in the actions of all administrative sectors and plan adequate social and health services (Savolainen et al., 2023).

School nurses in Finland focus on health promotion, evaluation, and early intervention activities, according to school nurses who view mental health as a crucial component of their profession. The promotion of mental health and initiatives to avoid self-destructive behavior, depressive symptoms, and anxiety are significant components of the job that school nurses do (Anttila et al., 2020). Nurses include Registered nurses, midwives, paramedics, and public health nurses (Tilastoja Sairaanhoitajista, 2023). Despite having professional competence in mental health, research have shown that school nurses lack awareness of mental health promotion and a need for additional training (Anttila et al., 2020).

Students' health and wellbeing in Finland for school going children are supported by school health services, especially in the prevention of diseases. During routine health checks, the school health nurse and doctor monitor students' long-term health. Extensive health checks-ups conducted determine whether more testing is needed and the child and their family are directed to the appropriate provider. The school nurse and school doctor make sure that treatment and follow-up for

any long-term illnesses are in order during health checks if a student has them (Kouluterveydenhuolto, 2022, Aristila, 2015).

3.2 Neuman's model system

The theoretical framework used for this study is the Neuman system model due to its holistic approach which focuses on healing the person as a whole, as well as its focus on prevention. The views of stressors and resources by clients and nurses are highlighted, and clients collaborate with nurses to define objectives and choose appropriate preventive measures. Client systems, which are considered as composites of interacting physiological, psychological, socio-cultural, developmental, and spiritual elements, include the person, family or other group, community, or society issues. (Hardin, 2004). The concept of Neuman's model concentrates on explaining a client's reaction to stressors in the environment. The phenomenon is described by six major concepts which are client, variable, environment stressors, wellness and nursing interventions.

Neuman describes nursing interventions by using the term prevention. The three types of prevention are (a) primary, (b) secondary, and (c) tertiary (Reed 1993). Primary prevention is strengthening the defense of the client to reduce the reaction to the stressor. Secondary prevention seeks to lessen the impact of stressors through early detection and efficient treatment. Tertiary attempts to lessen the stress effect left by the stressor and return the client to wellness after treatment (Neuman, 1989).

The theory serves as the basis for giving nursing phenomena a format and focus. The Neuman's model was chosen for this study due to its wholistic approach and it's also focused on the client's interaction with the environment (Alligood, 2013). Theory emphasizes prevention as an intervention for the maintenance of patient's well-being. Neuman's system model offers a framework that provides evidence-based approaches to strengthen and build resilience (Reed, 1993).

4 PURPOSE AND OBJECTIVE OF THE THESIS

Purpose of the study

The purpose of the study is to find out the roles that the nurse can have in prevention of depression.

Research question:

What is the nurse's role in preventing depression among children between age 6-17?

5 METHODS

5.1 Data collection

The research method is a qualitative literature review, and in the data methodology the protocols were followed to guarantee a high-quality assessment of the literature on nurse's role in prevention of depression in children. Literature review was chosen because a relevant problem specification is achieved by using literature review as a method, which also gives the researcher insight into possible problem-solving strategies (Gupta, 2022).

During the data collecting process the literature was carefully picked to avoid duplication and inappropriate journals. Also, a variety of resources were utilized, including extensive academic databases, to acquire as much relevant literature as possible. In the data search process, four search engines were used, which are EBSCO CINAHL; because the database provides nursing and healthcare related full text academic journals, SCIENCE DIRECT provides e-journal relating to several branches of knowledge and SAGE due to its availability of updated full text articles. For manual search we used GOOGLE SCHOLAR. The manual

search engine was taken in consideration due to its free search across many disciplines and sources

The search process began with EBSCO, with the Boolean method using keywords: ("Nursing role") AND ("Depression+") AND children OR adolescent OR youth OR child OR teenager which yielded 51 hits altogether. With inclusion of age and excluding any time before 2013, it narrowed our results to 34 hits. From 34 hits we found 3 relevant articles to our study.

Using the second database ScienceDirect with the same Boolean method with keyword Depression AND prevention AND Children OR adolescents And Nurses role OR psychiatric nurses' role, the search yielded 286 articles with inclusion of open access articles. From 286 only 6 relevant articles were chosen for the study.

Using the third database Sage using the similar Boolean as above and with the keywords Depression AND children And adolescent AND prevention OR intervention And control AND nurse's role OR school nurses, 231 articles were yielded. Out of 231 only 7 relevant articles were picked for their research.

The manual search was made through Google Scholar. From Google Scholar 773 hits were yielded with the search words depression children OR adolescents "prevention and control" -nurse's -role and from 773 hits and only 8 articles were found relevant to the study.

Table 1 Keywords

Database	Search words	Hits
CINAHL complete	("Nursing role") AND ("Depression+") AND children OR adolescent OR youth OR child OR teenager	34
Science direct	Depression AND prevention AND Children OR adolescents And Nurses role OR psychiatric nurses' role	286
Sage	Depression AND children AND adolescent AND prevention OR intervention And control AND nurse's role OR school nurses	231
Google scholar	depression children OR adolescents "prevention and control" -nurse's -role	773

Table 2 Inclusion and exclusion criteria

Inclusion	Exclusion
Peer reviewed articles	Non-peer reviewed articles
English language	Language other than English
Articles published from 2013 to 2023.	Articles published before 2013.
Open access articles	Paid articles.
Articles about children and adolescents	Articles not concerned with children and adolescents.
Literature reviewed articles	Original articles

The above table explains the criteria for the articles that were included and the articles that were excluded in the search process.

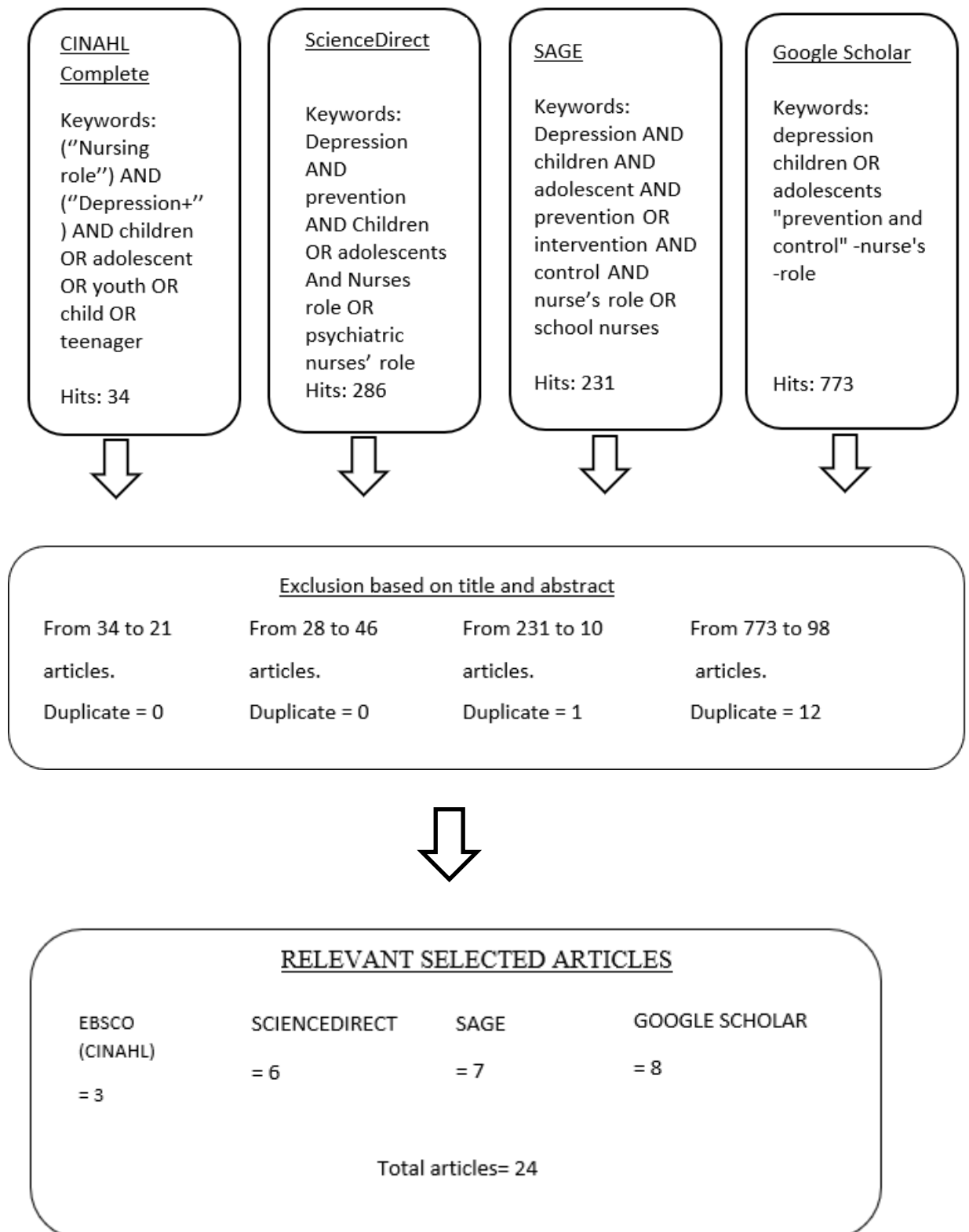


Figure 2 Literature search flowchart

5.2 Data analysis

To analyze data for this study, content analysis method was conducted. Content analysis is an approach for determining the prevalence of important themes and concerns in relation to a specific environment, which is a method of coding in qualitative or quantitative narrative data. As a method of study, content analysis is a systematic and objective way to describe and measure phenomena (Elo et al., 2008). It is often referred to as a technique for document analysis. The researchers can test theories through content analysis to better comprehend the data. It is feasible to condense words into fewer, content-related groups through content analysis. It is thought that words, sentences, and other similar items possess the same meaning when grouped into the same categories (Elo et al., 2008).

Data was analyzed using Inductive content analysis. The inductive analysis method entails abstraction, open coding, and category creation. Open coding refers to adding headings and comments to a document as you read it. The written information is read over once more, and numerous heads are added in the margins to define every part of the text as necessary. On coding sheets, the headers are taken from the margins. The category listings are then organized under higher level headings following this open coding. By combining categories that are related or dissimilar into broader higher order categories, grouping data aimed to decrease the number of categories (Elo & Kyngäs, 2014).

6 RESULTS

Minor category	Subcategory	Major category	Unit of analysis
School screening Education Therapy Questionnaires Assessment	School setting intervention	Multidisciplinary	1,2,3,5,7,8,9,10, 11,12,15,16,18,1 9,20, 21,24
Family and group counseling Guidance Collaboration	Community set- ting intervention		2,6,8,9, 12,13, 14,15, 16,17, 19,20,24
Psych-education models (apps) E-health (online scales)	Technological in- tervention		4,5,17,22

Table 3: Formation of categories

To become familiar with the details of each research, the articles that were included were read and reread. Each read document contained notes, headings, and comments that were coded. Several minor categories, subcategories and main category were created by grouping these codes together and categorizing them according to the significance they had for the study. Firstly, the participants formed minor categories by collecting the important data that answers their studies. These categories include school screening, education, therapies, questionnaires, assessment, family and group counseling, guidance, collaboration, psych-education models, E-health and apps. In addition to minor categories three subcategories were formed, and these include school setting intervention, community intervention and technological intervention. In the last one main category was formed which is multidisciplinary as shown in table 3.

School setting interventions

School interventions include school screening (regular mental health checkups done at school), therapy, and questionnaires. 17 articles out of 24 were chosen all together for school interventions that used literature review as a research method (1,2,3,5,7,8,9,10,11,12,15,16,18,19,20,21,23). The results emphasize the value of school nurses in promoting students' general well-being. Legislators are recommended to take into account the advantages of school nurse interventions that have been demonstrated via evidence-based research and to support school nurse programs in order to improve student health and academic attainment (3).

The school nurse serves as a connection between health and learning in school by encouraging positive behavioral health and utilizing assessment skills to identify students who may require behavioral health care. The interdisciplinary education team and school nurses work together to provide crucial connections for behavioral and mental health concerns prevention, early identification, intervention, and referral (16). Examining one's appearance, affect, communication, thinking, cognition, and judgment are all parts of a mental health assessment. A large portion of the assessment can be performed by getting a general impression of the student, starting with looking at how they are dressed and groomed. The school nurse should be concerned about students who are untidy, have poor hygiene, and are not clothed according to their age because these behaviors could indicate depression (19).

PMHNPs (Psychiatric mental health nurse practitioners) can significantly contribute to enhancing access to care and delivering integrated care. Kumar, 2020 also points out that PMHNPs can deliver care in settings like schools and community mental health clinics, where they can collaborate with other experts to offer coordinated care and assistance to kids and teenagers with mental health conditions (13).

Community setting interventions

Community interventions include secondary prevention and family groups. In community interventions the necessity for schools to work together with community partners, such as substance abuse treatment facilities and mental health providers, to guarantee that children have access to the support and services they require. It is also emphasized that treating students' behavioral health and wellness to improve academic performance and enhance long-term health outcomes (16). 13 literature reviewed articles were chosen for community interventions. Literature reviewed articles that are included in the community interventions are (2,6,8,9,12,13,14,15,16,17,19,20,23).

The connections and partnerships that school nurses and nurse practitioners in school-based health centers (SBHCs) frequently have with local service providers may be able to connect SBHC clients and their families with additional resources. Supporting the needs of children and adolescents in schools and within their communities depends on the planning, execution, and integration of such services in partnership with the school nurse, students, parents, guardians, school personnel, and community providers. There is a need for a strong evidence foundation with strict and high-quality research to demonstrate the effectiveness of mental health services in SBHCs in order to achieve a strong and sustained support network for these services (1).

Technological intervention

Among 24 articles 4 articles (4,5,17,22) fall under technological intervention in prevention of depression among adolescents. Literature review as a research method was used for those articles. Technology, according to the authors, can be a useful tool for enhancing access to care, tracking symptoms, and offering support to families (5). In order to help ensure that the program is relevant, personalized, flexible, and engaging for the user, a variety of digital features are used in technology. Avatars, video clips, animations, social networking elements, user messaging, chatbots, and interactive workouts are a few of them. Numerous

programs contain multiples of these components, and they are largely categorized here based on the digital strategy used. Others are directed by professionals, while some are designed to be utilized on their own as "stand-alone" technology. The majority of technologies, especially those developed in recent years, included features of co-design with future consumers (4,5).

7 ETHICAL PERSPECTIVE AND RELIABILITY

Remembering that there are many people willing to provide us access to contexts for research, give us background knowledge, and even give us vital data is something that is always important to maintain at the forefront of our minds as researchers (Wiles, 2012). The Finnish National Board on Research Integrity, TENK (2019) the researcher performs their study in a way that causes minimal risks, harm, or damage to communities, or other research subjects. Whether or not the research is subject to an ethical assessment, the research strategy should address ethical concerns and the intended means of preventing damage and harm (TENK, 2019).

The fundamental principle therefore of research ethics is that one should be sensitive, considerate, and caring toward others who assist them in conducting their research (Oliver, 2010). In our thesis writing, since we were using literature review, we recognized the works from other researcher by giving credits through referencing. Integrity is an important aspect of research. Not recognizing some else's effort is cheating (plagiarism).

8 DISCUSSION AND CONCLUSION

School interventions include school screening (regular mental health checkups done at school), therapy, and questionnaires. 17 articles out of 24 were chosen all together for school interventions that used literature review as a research method (1,2,3,5,7,8,9,10,11,12,15,16,18,19,20,21,23). The results emphasize the value of school nurses in promoting students' general well-being. Legislators are

recommended to take into account the advantages of school nurse interventions that have been demonstrated via evidence-based research and to support school nurse programs in order to improve student health and academic attainment (3).

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PMHNPs (Psychiatric mental health nurse practitioners) can significantly contribute to enhancing access to care and delivering integrated care. Kumar, 2020 also points out that PMHNPs can deliver care in settings like schools and community mental health clinics, where they can collaborate with other experts to offer coordinated care and assistance to kids and teenagers with mental health conditions (13).

Screening, Assessment, and Questioners

One important role of nurses is the aspect of assessment in the school. The school nurse will gain a better understanding of the amount of support needed by students at risk of mental health conditions. With the help of this kind of assessment, school nurses are frequently the first health care providers to interact with kids and teenagers who are having mental health problems. They play a key role

in interdisciplinary teams within schools and can help connect kids and teenagers with tools for mental health both inside and outside of the school (1, 16,17).

There are many free screening tools available for children to assess their symptoms such as Patient Health Questionnaire–9, Hamilton depression rating scale, Short Mood and Feelings Questionnaire and Pediatric Symptom Checklist–17. Studies show that schools are starting to take adolescent mental health exams into consideration in light of the fact that many children do not receive regular primary care. School nurses will discover screening tools suitable for individual student assessments, but district and parental approval is needed for school-wide adolescent screening (19, 8). Using screening instruments mentioned above, the nurse practitioner should be in the position to identify if an adolescent is at risk for developing depression and provide the necessary intervention for prevention.

Therapy

Nurses play a therapeutic role in the prevention of depression in adolescents. Several types of psychotherapy are used in treating and preventing children and adolescents' depression, and psychological therapy such as Cognitive behavioral therapy and interpersonal therapy has the most evidence supporting their effectiveness (15, 24). CBT (Cognitive Behavioral Therapy) is a psychosocial intervention that aims at channeling emotions and helps build coping strategies. There is evidence from studies in adults and teens that psychological treatment especially CBT can alter neural functioning, Particularly the reward-related circuitry that is linked to depression (6, 15, 21,24). Besides CBT there are various types of therapies and programs nurses can use to prevent depression in children such as physical activities and animal assisted therapy, because these therapies can help kids to focus on the present (10, 24). Programs that are used in prevention are FRIENDS, Penn resilience program and Aussie optimism program.

Guidance and Collaboration

Nurses are also health coordinators within and outside schools. Because nurses don't work alone in each setting, they work in collaboration with other disciplines. Nurses are in a good situation to guide families and caregivers of patients with mental health issues through the healthcare system. School nurses for example can serve as a support system and inform faculty, staff, parents, and students about the warning signs and symptoms of children who are experiencing mental health problems. They direct patients and their families on where to seek help and how. With children at risk of depression, nurses can collaborate with the other members of the interdisciplinary team, which include school social workers, guidance counselors, teachers, and school psychologists, to provide comprehensive care. Each member of the team has a special role in the contribution towards the goal. The school nurse and a multidisciplinary team can implement programming that teaches students how to avoid mental illness and handle stressors at school (8, 13, 17).

Education

Interest in psychoeducational interventions (PIs), which accurately educate people, families, and caregivers about mental health or a specific diagnosis, management and prognosis, and relapse prevention techniques, has grown (5). Online programs with psychoeducational sessions based on cognitive behavior therapy are examples of e-health interventions. Some programs also incorporate wider health-related objectives like relaxation, good sleep hygiene, and problem-solving techniques (10). The key feature of all of these apps is the ability to use self-monitoring tools prior to and occasionally following the completion of a task that is provided by the app (23).

Many young people in low- and middle-income nations have access to the internet and mobile devices. With the COVID-19 pandemic's consequences on teenage mental health at a time when resources are particularly stretched, there has

been a rise in interest in using remote screenings and other technology in a range of circumstances. Digital technologies come in a variety of designs (website-based or delivered through apps, for instance) and can incorporate a number of digital components (e.g., games, online activities, and chatbots) to help them be more tailored and better fit the needs and preferences of their users.

It should however be noted that use of technology can also worsen the symptoms of depression. Because adolescents spend much time on phones, they tend to be physically inactive, not social and sleep deprived among other things. Guidance and supervision about the use of phone is vital for the aim of preventing depression to be achieved. Another factor to consider is whether the technology might be more applicable to environments, such as clinics, communities, and schools. Also, young people have personal preferences for the technology's features and designs as well as its principles (e.g., social media, chatbot). Some people might prefer to only use in-person treatment or printed self-help materials. Young people should, if possible, have a choice in how they obtain support (4).

By educating parents and teachers about the importance of careful symptom monitoring, particularly during early therapy and medication dosing adjustments, school nurses can speak out for students receiving treatment for depression or anxiety (8,16, 20).

In order to remove obstacles to mental health care, SBHCs offer complete medical care inside of schools and can encourage collaborations with other community health care providers. The comprehensive individual evaluation and treatment, case management, classroom behavior and learning support, substance abuse counseling, assessment and treatment of learning issues, peer mediation and prescription, and management of behavioral health medications are just a few of the mental health services offered by SBHCs (1).

8.1 Summary of the finding to Neuman's model.

Through Neuman's model the goals of nursing, which are to provide holistic, person-centered care, are perfectly aligned with a public health strategy that emphasizes health promotion, prevention, and treatment. The traditional public health pyramid begins with health promotion and mental health optimization activities for all children and adolescents at the bottom (primary prevention), prevention activities targeted at kids and teens with emerging symptoms in the middle (secondary prevention), and focused and individual-based treatment at the top (Tertiary prevention).

The Neuman's model emphasizes prevention as a primary strategy. School nurses play a vital role in the prevention of depression because they are often the first in contact with the children. They can use different methods in school such as questioners and regular screenings to identify which children are at risk of depression.

Secondary prevention entitles the nurses' involvement in preventing further worsening of the symptoms from the children identified with depression. In this stage nurses can collaborate with interdisciplinary teams and educate patients and their families about different ways to deal with the symptoms and where to seek help if needed.

Tertiary care is defined as treatment given to patients who are having sudden onset of symptoms or recurrence/relapse of symptoms by psychiatrists and nurses. Instead of limiting the role to acute care for those experiencing an acute onset of sickness, the nurses can be involved at every stage and can even integrate the care of each step. Taking a wider view of the treatment model can help one to imagine the role across different settings, even though the role and function of the nurse may continue to involve medication management and therapy.

8.2 Professional Growth

The process of writing this thesis has been a revelation both academically and professionally. Academically, it has opened a great understanding of scientific writing. Questions about why chose a certain topic, how to conduct the research and for whom (including the target group) have been clearly answered.

Professionally, as a nurse, this research has been informative. It has manifested the gap that is existing in the fight against depression despite the interventions. The role of the nurse is crucial in preventing depression because nurses are the first contact before consulting other professional teams. It means that nurses need to have good knowledge about the condition.

It is important to remember that when taking care of a patient, every detail matters. A good nurse practices patient advocacy throughout the care continuum.

8.3 Conclusion and Recommendation

In conclusion, several interventions were recognized as being appropriate for nurses working in primary care, regarding children and teenagers with depression. Early detection was important in terms of giving needed treatment to the youth in order to minimize the further progression of the illness and its effects on their lives. Studies show that cognitive behavioral therapy is one of the most effective psychological interventions in the prevention of depression for both children and adults. Evidence from the studies shows that nurses have a vital role to play in prevention. Regular screening, in collaboration with multidisciplinary teams can help detect children at risk and teach them how to deal with emotions. The nurse can encourage youth to seek assistance by providing them with the necessary information. Due to the evolving nature of nursing responsibilities in primary care, a region-focused study is required for finding more timely, detailed interventions.

The fact that depression has become a global issue means that there is not enough research to be done about it especially research based on Finland. Transition from childhood to adulthood (adolescence) is a challenging stage, it makes the teenager prone to depression. Frequent screenings to identify the children at risk is highly recommended. Prevention of depression at an early stage is therefore important. It however requires great understanding of the disorder; therefore, much research still needs to be done. Nurses being the frontliners, it is important that they are equipped with enough knowledge when taking care of mental health disorders like depression, especially in children.

8.4 Limitations

In terms of limitation, the students were limited in the search process as most of the relevant articles were literature reviewed or meta-analysis and only a few articles were original. This means, the original articles were excluded, and literature reviewed articles were used for this thesis. Furthermore, some articles were not free access (required payment), which limited access. Articles related to depression in adolescents in Scandinavia specifically about Finland were not found.

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APPENDIX 1. List of selected articles

#	Author(s), title & source of journal.	Research method	Aim & Sample size	Conclusion
1	Bains, R. M., & Diallo, A. F. (2015). Mental Health Services in School-Based Health Centers. <i>The Journal of School Nursing</i> , 32(1), 8–19. https://doi.org/10.1177/1059840515590607	Systematic Review	To review evidence on the effectiveness of delivery of mental health services in SBHCs	SBHCs provide access to mental health services to those children and adolescents who need it the most within their environments
2	Bernaras, E., Jaureguizar, J., & Garaigordobil, M. (2019). Child and Adolescent Depression: A Review of Theories, Evaluation Instruments, Prevention Programs, and Treatments. <i>Frontiers in Psychology</i> , 10(543), 1–24. https://doi.org/10.3389/fpsyg.2019.00543	Literature review	The aim is to present an in-depth analysis of the most recent theories, assessment tools, preventative strategies, and treatment options for depression in children and adolescents.	According to the authors, diagnosing and treating depression in children and adolescents requires a multidisciplinary and individualized approach.
3	Best, N. C. (2017). Exploring School Nurse Interventions and Health and Education Outcomes: An Integrative Review. <i>The Journal of School Nursing</i> , 34(1), 14–27. https://doi.org/10.1177/1059840517745359	Integrative Literature review	To describe the types of school nurse interventions and health and education outcome measures and to examine how school nurse interventions were linked to student outcomes.	School nurse interventions linked to positive student outcomes in the research literature
4	Bevan Jones, R., et al., (2022). Digital technologies to support adolescents with depression and anxiety: review. <i>BJPsych Advances</i> , 1–15. https://doi.org/10.1192/bja.2022.3	Literature review	The aim is to provide a clinical overview of digital mental health technologies to support the prevention and treatment of depression and anxiety in adolescents	Technology can be beneficial, but there are challenges to overcome such as usage, adherence, evaluation, availability, and security.

5	Bevan Jones, R., et al., (2018). A Web-Based Psychoeducational Intervention for Adolescent Depression: Design and Development of MoodHwb. <i>JMIR Mental Health</i> , 5(1), e13. https://doi.org/10.2196/mental.8894	Literature review	To describe the process underlying the design and development of MoodHwb a Web-based psychoeducation multimedia program for young people with, or at high risk of, depression	If found to be effective, it could be implemented in health, education, youth and social services, and charities, to not only help young people but also families, carers, friends, and professionals involved in their care
6	Caldwell, D. M (2019). School-based interventions to prevent anxiety and depression in children and young people: a systematic review and network meta-analysis. <i>The Lancet Psychiatry</i> , 6(12), 1011–1020. https://doi.org/10.1016/s2215-0366(19)30403-1	Literature review	To determine which school-based treatments worked best in preventing anxiety and depression, as well as to determine which factors, such as intervention duration or provider, were linked to successful interventions.	Future preventive interventions should not focus solely on the individual child's cognitions, emotions, or mood without also addressing the wider familial and structural context in which interventions are implemented.
7	Davaasambuu, S., et al., (2019). A Scoping Review of Evidence-Based Interventions for Adolescents with Depression and Suicide Related Behaviors in Low- and Middle-Income Countries. <i>Community Mental Health Journal</i> , 55(6), 954-972. https://doi.org/10.1007/s10597-019-00420-w	Literature review	To determine effectiveness of the interventions	There is insufficient evidence to conclude that there is any single effective intervention for adolescent depression and suicide related behaviors in LMICs.
8	Davis, L., & Leon, M. (2022). Depression Screening in Adolescents: Implications for Primary Care Nurse Practitioners. <i>The Journal for Nurse Practitioners</i> , (2022), 259-264, 18(3) https://doi.org/10.1016/j.nurpra.2021.12.003	Systematic literature review	This article aimed to explore the state of depression screening in adolescents and its effect for primary care nurse practitioners.	The primary care setting is ideal for establishing a culture of holistic care for adolescents, inclusive of early identification of high-risk situations through routine screening.

9	<p>Gumport N et al., Learning cognitive behavior therapy <i>A Journal of Behavior Therapy and Experimental Psychiatry</i>, (2015), 164-169, 48 https://doi.org/10.1016/j.jbte.p.2015.03.015</p>	<p>A systematic review and meta-analysis</p>	<p>Investigate the potential for improving treatment outcome via improving our understanding of learning processes. 27</p>	<p>These results point to the importance of improving transfer of learning in CBT and represent a promising first step toward the development of methods to study and optimize learning of CBT so as to improve patient outcomes.</p>
10	<p>Hoare E et al., (2021). Universal depression prevention: An umbrella review of meta-analyses. <i>Journal of Psychiatric Research</i>, 144, 483–493. https://doi.org/10.1016/j.jpsy.chires.2021.10.006</p>	<p>Systematic literature review.</p>	<p>To provide a comprehensive overview of the effectiveness of various prevention interventions for depression across different populations and settings.</p>	<p>Because nurses are at the forefront, it is imperative that they be empowered to practice in a way that they can be most efficient and effective.</p>
11	<p>Hoskote, A. (2022). The Evolution of the Role of U.S. School Nurses in Adolescent Mental Health at the Individual, Community, and Systems Level: An Integrative Review. <i>Journal of School Nursing</i>, (2023), 51-71, 39(1) https://doi.org/10.1177/10598405211068120</p>	<p>Literature review-integrative review</p>	<p>The objective of this integrative review is to examine the evolution of the school nurse's role in mental health interventions practiced in the U.S., what influences these practices, as well as the quality and design of research in this area.</p>	<p>As public health nurses, school nurses have the potential to create system-level change, and in order to do so, they must be present in leadership spaces and prepared to contribute their expertise to such discussions.</p>
12	<p>Johnstone, K. M. et al., (2018). A Meta-Analysis of Universal School-Based Prevention Programs for Anxiety and Depression in Children. <i>Clinical Child and Family Psychology Review</i>, 21(4), 466–481. https://doi.org/10.1007/s10567-018-0266-5</p>	<p>Literature review (meta-analysis).</p>	<p>To investigate the efficacy of universal school-based prevention programs that target both anxiety and depression in children and examine the three moderators</p>	<p>The results suggest that current anxiety and depression prevention programs may be effective in preventing symptoms of depression at post-prevention and at long-term follow-up periods</p>

13	Kumar A et al., (2020). The role of psychiatric mental health nurse practitioners in improving mental and behavioral health care delivery for children and adolescents in multiple settings. <i>Archives of Psychiatric Nursing</i> , 34(5). https://doi.org/10.1016/j.apnu.2020.07.022	Literature review	The purpose is to emphasize the value of psychiatric mental health nurse practitioners (PMHNPs) in enhancing the treatment of children and adolescents' mental and behavioral health.	The article's conclusion is that PMHNPs are essential to improve the delivery of mental and behavioral health care for kids and teenagers in a variety of settings. By collaborating with other experts and delivering integrated care
14	Liang, J. et al., (2020). Effectiveness comparisons of various psychosocial therapies for children and adolescents with depression: a Bayesian network meta-analysis. <i>European Child & Adolescent Psychiatry</i> . https://doi.org/10.1007/s00787-020-01492-w	Literature review of RCT	Comparing various meta-analysis with each other for evaluating the optimal psychosocial therapy to help children and adolescents with depression to improve their mental health	This study may provide strong evidence about which psychosocial intervention is the optimal intervention in treating depression among this unique population and offers implications for future studies.
15	Mangione C et al., (2022). Screening for Depression and Suicide Risk in Children and Adolescents. <i>JAMA</i> , 328(15), 1534.	Literature review	To evaluate the benefits and harms of screening, accuracy of screening, and benefits and harms of treatment of MDD and suicide risk in children and adolescents that would be applicable to primary care settings.	The USPSTF concludes that the current evidence is insufficient to assess the balance of benefits and harms of screening for MDD in children 11 years or younger

16	NASN Position Statement: The Behavioral Health and Wellness of Students. (2022). <i>NASN School Nurse</i> , https://doi.org/10.1177/1942602X211066656	Literature review (Narrative)	The purpose is to give a general summary of students' behavioral health and wellness, with a focus on substance use and mental health.	The article's conclusion emphasizes the necessity for schools to work with community partners, such as substance abuse treatment facilities and mental health providers, to make sure that students have access to the support and resources they require.
17	O'Shea, E. R. et al., (2021). Preparing for the Impact of COVID-19 on the Mental Health of Youth. <i>NASN School Nurse</i> , 37(2), 1942602X2110526. https://doi.org/10.1177/1942602x211052626	Systematic literature review.	To assess at risk behaviors and what the nurse needs to know	Student behavioral health and wellness must be prioritized for students to succeed in the academic setting now more than ever.
18	Ormel J et al., (2020). What is needed to eradicate the depression epidemic, and why. <i>Mental Health & Prevention</i> , 17, 200177. https://doi.org/10.1016/j.mhp.2019.200177	Narrative literature review	The aim of the study was to talk about the problems and solutions for dealing with the widespread prevalence of depression.	The authors concluded that a comprehensive strategy that addresses genetic and environmental causes, societal and cultural effects, and the stigma associated with mental health illnesses is required to effectively combat depression.
19	Perron, T et al., (2021). Mental Health Assessment of the Frequent Visitor-Part 2: Assessment and Interventions. <i>NASN School Nurse</i> , 36(5), 252–257. https://doi.org/10.1177/1942602X211011662	Literature review	The focus of this article is on mental health assessment in the school setting, including the use of screening tools, with a review of common medications prescribed for youth with anxiety and depression.	Students with mental health conditions frequently seek refuge in the school health office. Therefore, school nurses need to feel adept to assess and intervene with students as necessary.
20	Stockings, E. A., et al., (2015). Preventing depression and anxiety in young people: a review of the joint efficacy of universal, selective and indicated prevention. <i>Psychological Medicine</i> , 46(1), 11–26. https://doi.org/10.1017/s0033291715001725	Systematic review	Examined the efficacy of preventive interventions on depression and anxiety outcomes separately, and the joint efficacy on both disorders combined.	Prevention interventions – universal, selective and indicated – were shown to reduce risk of disorder onset and reduce symptom levels for internalizing disorders for up to 12 months.

21	Thapar, A et al., (2022). Depression in young people. <i>The Lancet</i> , 400(10352). https://doi.org/10.1016/s0140-6736(22)01012-1	Systematic reviews (Meta-analyses).	Importance of addressing depression in young people	Prevention and early intervention are important and appear most effective when targeted at the highest risk groups. How these interventions are best delivered requires more research and innovation.
22	Werner-Seidler A et al., (2021). School-based depression and anxiety prevention programs: An updated systematic review and meta-analysis. <i>Clinical Psychology Review</i> , 102079. https://doi.org/10.1016/j.cpr.2021.102079	Systematic review	To assess the effectiveness of psychological prevention programs delivered in schools	Overall, the findings from this meta-analysis suggest that there are small but beneficial effects in delivering school-based depression and anxiety prevention programs.
23	Williams, J. E., & Pykett, J. (2022). Mental health monitoring apps for depression and anxiety in children and young people: A scoping review and critical ecological analysis. <i>Social Science & Medicine</i> , 297, 114802. https://doi.org/10.1016/j.socscimed.2022.114802	Literature review	To provide a novel conceptual framework for researching how CYP may use and critically engage with mental health apps.	Rather than conceiving of apps as a tool or product, they may be better understood as part of assemblage that includes multiple bodies, affects, relations, ethical and political concerns that need to be examined together.
24	Zajkowska, Z. (2021). In(s) and out(s) of adolescent depression – Trajectories of development and recovery. <i>Brain, Behavior, & Immunity - Health</i> , 18, 100382. https://doi.org/10.1016/j.bbih.2021.100382	Literature review	The article seeks to provide a thorough overview of the various developmental and recovery trajectories in adolescents with depression.	The article calls for more research, in order to better understand the phases of development and recovery in adolescent depression and to find innovative and creative treatment modalities