ISSN 2616-7433 Vol. 6, Issue 9: 21-28, DOI: 10.25236/FSST.2024.060904

# Assessing the Impact of Internet-Based Interventions on Student Psychological Well-being: Development and Validation of the Internet Mediated Behavior Model (IMBM)

**Yina Xia[1,2,a,*], Khiam Jin Lee[1,b]**

*[1]School of Business, Malaysia University of Science and Technology (MUST), Petaling Jaya, Selangor, 47810, Malaysia*
*[2]Shaanxi Institute of Technology, Xi'an, Shaanxi, 710300, China*
*[a]xia.yina@phd.must.edu.my, [b]khiam.lee@must.edu.my*
*[*]Corresponding author*

***Abstract:*** *This paper introduces the Internet Mediated Behavior Model (IMBM), a novel framework designed to evaluate and enhance student psychological well-being through internet-based interventions. Through comprehensive case studies of platforms like SilverCloud and Headspace, the study validates the IMBM, highlighting its efficacy in identifying critical factors that influence mental health outcomes. Key findings demonstrate that active engagement with structured, therapeutic online content significantly improves mental health markers among students. The research underscores the importance of tailoring digital interventions to individual needs and maintaining engagement over time for sustained benefits. The IMBM framework facilitates a deeper understanding of digital behavior's impact on student mental health, offering actionable insights for educational strategies and policy development aimed at enhancing student well-being in digital environments.*

***Keywords:*** *Internet-Based Interventions, Student Mental Health, Digital Engagement, Cognitive Behavioral Therapy, Mindfulness Platforms*

## 1. Theoretical and Empirical Foundations

The dynamics of digital landscapes shape contemporary educational environments, where internet-based interventions increasingly become woven into the fabric of student life. This pivotal shift requires a profound understanding of how these technological interactions influence psychological well-being among students. Extensive research highlights escalating mental health concerns paralleled by an uptick in the availability of online psychological resources, prompting this study to critically examine the gaps between ubiquitous internet use and its potential therapeutic impacts.

Exploration into the field of educational psychology reveals that prior theoretical models and empirical studies predominantly focus on limited aspects of internet engagements, often overlooking the complex interplay of psychological, technological, and contextual elements. Traditional models like the Technology Acceptance Model (TAM) and the Uses and Gratifications theory have provided significant insights into behavioral intentions and user satisfaction. However, these models inadequately address the nuances of psychological impacts stemming from diverse and prolonged digital interactions. This gap signals a compelling need for a more robust framework capable of integrating these multifaceted influences.

The Internet Mediated Behavior Model (IMBM) thus emerges as a structured methodology to dissect and understand the psychological outcomes of internet use among students. It systematically categorizes engagement types, assesses the quality and context of content, and evaluates the effectiveness of coping strategies employed by users in digital environments. By synthesizing aspects of cognitive-behavioral theories and social learning theories, IMBM offers a unique lens through which the direct and indirect effects of digital engagement on student well-being are illuminated.

Critical to this discussion are the empirical underpinnings that support the IMBM's validity. Case studies such as those involving digital platforms like SilverCloud and Headspace provide concrete examples of how structured, therapeutic content delivered via the internet can significantly ameliorate

ISSN 2616-7433 Vol. 6, Issue 9: 21-28, DOI: 10.25236/FSST.2024.060904

psychological distress. These interventions, designed to cater to the nuanced needs of diverse student populations, highlight the practical applications of IMBM in real-world settings.

In synthesizing the literature and current empirical evidence, it becomes evident that while digital interventions possess the capability to transform student mental health positively, the variability in individual experiences and outcomes underscores the necessity for personalized approaches. This adaptation not only addresses the immediate impacts of such interventions but also considers their long-term effectiveness and sustainability in fostering resilient educational environments.

Through rigorous analysis, the development of IMBM reflects a response to the evolving demands of an increasingly digital society. By integrating both theoretical insights and empirical data, the model not only predicts but also explains variations in student psychological responses to internet-based interventions. This foundation not only advances academic discourse but also enriches practical strategies aimed at enhancing the digital well-being of students navigating through the complexities of the modern educational landscape.

## 2. Theoretical Framework: IMBM

### *2.1. Development and Components of the Internet Mediated Behavior Model (IMBM)*

#### *2.1.1. Conceptual Framework*

IMBM is a departure from the conventional "physical" conceptual framework model and provides a comprehensive approach to examine how internet-mediated therapies contribute to better mental health outcomes among students. The foundation of IMBM is that the impact of an online environment on student performance is even higher than in a traditional classroom [1]. This model joins the uses and gratifications theory, which posits that viewers seek out particular media channels to fulfill specific goals with insights from cognitive behavioral theory, which examines how perceptions of online interactions affect the emotions one feels [2].

The key notion of IMBM is that the Internet is not a talisman, but it takes different shapes depending on its role. It describes how the approach towards the Internet may be either passive with no reaction (such as browsing social media without any interaction) or active with involvement (e.g., participation in online discussions or accessing mental health resources) and can impact a person in both directions: a feeling of isolation and depression can be observed when a person gets passive, whereas a sense of community and support can be experienced when an individual enters the active Internet [3].

The idea of 'digital coping' is also presented under the umbrella of IMBM (Internet and Mobile Cognitive Media), representing how people manage academic and social pressures through Internet sources. The model shows that well-used coping strategies on the Internet can decrease the level of psychological harm for students through their ability to manage emotional pressure, connect with peers, and seek professional aid [4].

The model recognizes a new factor called virtual awareness and digital literacy, which suggests a positive relationship between a high degree of virtual navigation and more positive psychological results [5]. In this aspect, the model can consider the most challenging issue of the skills gap, which can lead to some students not benefiting directly from digital interventions.

The Internet-based Mapping Model aims to thoroughly assess many different types of interaction within internet-based interventions to reach a substantial conclusion about the role such interventions can play in improving psychological health in students' surroundings [6]. This program/framework intends to give educators, mental health workers, and policymakers guidelines on improving their digital mental health strategies.

Table 1 summarizes the core components of the Internet Mediated Behavior Model (IMBM) and their interactions, which are crucial for understanding the internet's impact on student mental health.

*Table 1: Core Components of the IMBM.*

| Component | Function |
|---|---|
| Engagement Type | Differentiates between passive and active engagement impacts. |
| Content Quality | Assesses the influence of content type on mental health. |

ISSN 2616-7433 Vol. 6, Issue 9: 21-28, DOI: 10.25236/FSST.2024.060904

### *2.1.2. Core components and Their Interactions*

The Internet Mediated Behavior Model (IMBM) delineates several core components that interact to shape the psychological outcomes of Internet use among students. These components are designed to provide a structured understanding of how various elements of internet engagement impact student well-being [7].

Component One: Engagement Type — This component categorizes the nature of internet activities into passive and active engagement. Passive engagement, such as scrolling through social media feeds, is hypothesized to have less positive or negative mental health effects due to increased social comparison and reduced real interactions. Active engagement, including interactive learning and participation in supportive online communities, is expected to enhance psychological well-being by fostering a sense of belonging and self-efficacy.

Component Two: Content Quality — The quality of content accessed online plays a crucial role in influencing mental health. Educational and informative content can enhance knowledge and skills, contributing positively to personal growth and self-esteem. Conversely, exposure to harmful content like cyberbullying or distressing news can exacerbate anxiety and depression. IMBM examines how exposure to different types of content affects students differently, emphasizing the need for digital literacy and critical online navigation skills.

Component Three: Coping Strategies—This component explores how students use the Internet to cope with stress and emotional challenges. It includes using online mental health resources, virtual therapy, and peer support forums. Effective digital coping strategies can mitigate adverse effects and promote resilience, while ineffective strategies might lead to dependence or avoidance behaviors.

Component Four: Contextual Influences — The model recognizes that the impact of internet use is not isolated but is influenced by various contextual factors, including cultural background, socioeconomic status, and existing mental health conditions. These factors can modulate the effects of internet use, making some students more vulnerable to negative outcomes than others [8].

Component Five: Longitudinal Effects —IMBM considers the longitudinal impact of internet use, acknowledging that the effects on psychological well-being might change over time based on ongoing interactions and adaptations. This component is crucial for understanding how initial engagements can lead to habit formation, with long-term consequences for mental health.

These components interact within the IMBM to provide a nuanced framework that aims to predict and explain variations in psychological outcomes among students based on their internet usage patterns. This holistic approach allows for targeted interventions that can be tailored to address specific needs and vulnerabilities.

Figure 1 below depicts the variation in psychological well-being scores among students interacting with different components of the Internet Mediated Behavior Model (IMBM), demonstrating the diverse impacts of each component.

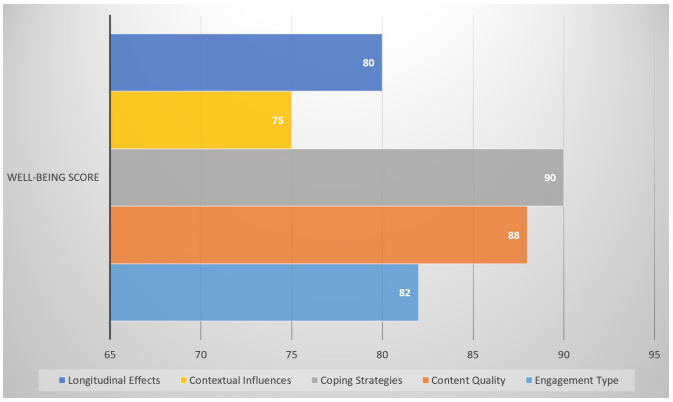


*Figure 1: Impact of IMBM Components on Students' Psychological Well-Being Scores.*

## *2.2. Theoretical Underpinnings and Hypotheses*

### *2.2.1. Rationale for the Model*

The genetic root of creating the Internet Mediated Behavior Model (IMBM), which constitutes an

ISSN 2616-7433 Vol. 6, Issue 9: 21-28, DOI: 10.25236/FSST.2024.060904

urgent requirement to understand the complex interplay between internet use and student psychological good health, is reflected in the model's rationale. Digital technology is a device and means of communication that has been integrated into everyday activities, especially among the youth; thus, it is critical to break down the influence of online interactions on mental health positively and negatively. The methodologies that were considered right for the problems of the offline world did not address the whole range of the online world dynamics, so it is becoming essential to look for a novel frame of reference ready to accept all the complicated web of personal online interactions.

The IMBM will be able to fill this gap with a model that incorporates different research approaches, theories, and empirical studies from areas of psychology, communication technology, and so on. Such a model is based on the principle that internet use is a multidimensional phenomenon influenced by personality variables, contextual dynamics, and the contents one comes across. Moreover, IMBM looks beyond the scope of individuals but comprehensively provides a 360° approach to help educators, psychologists, and policymakers develop more effective strategies for children's mental health in the digital era.

Our model is based on adaptation and suitability to the digital environment, which is always changing. Furthermore, the newest technologies and platforms become part of the IMBM. Thus, only the most effective techniques will deal with new customer demands. Adaptability is, therefore, the key to ensuring that the model has remained relevant and applicable in predicting future trends of internet user behaviors and their implications for psychological health.

The IMBM must aim to eradicate the principal areas of challenges, which is vitally essential. The model concretizes mental health dynamics about internet use by focusing on the exact mechanisms that mediate the impact of internet use on mental health, pinpointing the precise interventions that will help elevate positive outcomes and minimize negative ones. It could be either through the provision of supplementary materials to help them learn how to practice their involvement healthily or through the provision of resources to help them deal with those especially prone to exploitation. That said, the IMBM remains a relevant instrument for educational and psychological professionals, thus making it essential for digital literacy and experience enhancement.

#### *2.2.2. Hypothesized Impacts and Outcomes*

The Internet Mediated Behavior Model (IMBM) hypothesizes several key impacts and outcomes of internet usage that could significantly influence student psychological well-being. These hypotheses are integral to understanding the varied effects of digital engagement and serve as the foundation for empirical testing within the model framework.

Hypothesis 1: Type of Engagement – The model posits that active engagement with the Internet, characterized by interactive and purposeful activities such as online learning and support group participation, positively correlates with higher levels of psychological well-being. Conversely, passive engagement, such as prolonged browsing and consumption of content without meaningful interaction, is expected to correlate negatively with mental health, potentially leading to increased feelings of isolation and anxiety.

Hypothesis 2: Quality of Content—IMBM hypothesizes that high-quality, educational, and informative content accessed via the Internet enhances cognitive and emotional development, thereby improving psychological health. In contrast, exposure to low-quality or harmful content, including cyberbullying and misinformation, is predicted to adversely affect students' mental health, contributing to stress and depressive symptoms.

Hypothesis 3: Digital Coping Mechanisms – The model suggests that effective use of digital coping mechanisms, such as accessing mental health resources and engaging in online therapy, mitigates the negative impacts of stressors encountered in the digital space. These mechanisms are hypothesized to bolster resilience and promote adaptive responses to challenges, enhancing overall mental health.

Hypothesis 4: Contextual Modifiers – IMBM considers the role of contextual factors, including cultural background, socio-economic status, and prior internet experience, in moderating the effects of internet use. It is hypothesized that these factors significantly influence how students interact with digital technology and the resultant psychological outcomes, with certain populations potentially more vulnerable to negative impacts.

Hypothesis 5: Longitudinal Effects – The model hypothesizes that the impacts of internet use on psychological well-being are not static but evolve. Prolonged and repetitive interactions with digital media are predicted to have cumulative effects, which can either enhance or impair long-term mental

ISSN 2616-7433 Vol. 6, Issue 9: 21-28, DOI: 10.25236/FSST.2024.060904

health, depending on the nature of these interactions.

These hypothesized impacts and outcomes are designed to guide rigorous empirical research, allowing for a detailed examination of how internet use affects student mental health in various contexts. By validating these hypotheses, the IMBM aims to offer actionable insights that can inform the development of tailored interventions to enhance student well-being in the digital age.

## 3. Case Studies

### *3.1. Implementation and Analysis of the SilverCloud Intervention*

#### *3.1.1. Background of the Intervention*

Indeed, our innovation in e-based care, especially in student settings, demonstrates that a new way of providing mental health care is available. Initially designed to provide culturally relevant therapy and psychotherapy, SilverCloud utilizes an online platform according to CBT principles of cognitive-behavioral therapy and has particular areas usually for management associated with depression, anxiety, and stress [9]. The strong points of this type of therapy are its structure and flexible approach, which allows users to engage in sessions with a therapist at their convenience and possibly as necessitated by their schedules, which are generally haphazard among students.

The emphasis on digital skills is central to the platform, designed to guide customers by providing interactive tools and functions. Among these are cognitive-based exercises that can teach people about spotting and substituting negative thought patterns, mastering their emotions, and enhancing positive behavioral outcomes [10]. This is exactly how SilverCloud has functioned (already been) the subject of a whole lot of research studies that always highlight its capacity to ease signs and symptoms of depression and anxiety adequately [11]. Moreover, such an underlying system will ensure the robust tool of the next generation that will be able to update and make customization possible to accommodate the changing needs of the users.

Privacy and confidentiality, especially among students, are paramount for SilverCloud. The academic environment is also where one must focus on studying and setting up competitive relationships with peers rather than navigating personal relations and future uncertainties. The platform has the characteristic of offering immediate counseling and taking an individual approach, which is usually an issue with traditional mental health services that find it hard to reach the target clients and face stigma.

SilverCloud's process, from planning to implementation, represents a substantial change acknowledging digital solutions as a main medium for delivering mental health care services [12]. This move is directed to the new meaning of 'technologically encroaching into traditional realms of therapy,' the concept that technology can make therapy not just effective but inclusive, and hence offers support to those who would probably not seek help (others) on their own.

#### *3.1.2. Methodology and Outcomes*

The methodology employed to assess the efficacy of the SilverCloud intervention involved a mixed-methods approach, combining quantitative assessments with qualitative feedback to garner a comprehensive understanding of its impact [13]. The primary quantitative measure was the implementation of standardized psychological assessments at multiple points: pre-intervention, post-intervention, and follow-up periods. These assessments included well-established scales such as the Beck Depression Inventory (BDI) and the General Anxiety Disorder-7 (GAD-7), which are designed to objectively evaluate levels of depression and anxiety.

The study enrolled participants from diverse student populations, including undergraduates and postgraduates from various disciplines, ensuring that the findings would broadly apply across different academic and cultural contexts. Each participant was granted access to the SilverCloud platform and encouraged to engage with the content at their own pace but with a recommended usage of about 40-60 minutes weekly over eight weeks.

Qualitative feedback was collected through structured interviews and focus groups, which provided insights into the intervention's user experience and perceived benefits. Participants reported on aspects such as usability, relevance of content, and the overall impact on their daily lives and academic performance.

The outcomes of the SilverCloud intervention highlighted significant reductions in symptoms of

ISSN 2616-7433 Vol. 6, Issue 9: 21-28, DOI: 10.25236/FSST.2024.060904

depression and anxiety among the majority of participants. Statistical analysis of the pre-and post-intervention assessments showed a meaningful decrease in BDI and GAD-7 scores, with sustained improvements observed at follow-up, indicating long-term benefits. Moreover, qualitative data revealed high satisfaction levels with the platform's user-friendly interface and flexibility, allowing students to integrate mental health care into their hectic schedules effectively.

These findings suggest that SilverCloud, as an accessible and flexible internet-based intervention, has considerable potential in supporting student mental health, particularly in reducing common issues such as anxiety and depression [14]. The results advocate for broader implementation and continuous adaptation of the platform to meet evolving student needs.

Table 2 provides a breakdown of the quantitative outcomes from the SilverCloud intervention, highlighting its effectiveness in addressing student mental health issues.

*Table 2: Quantitative Outcomes of SilverCloud Intervention.*

| Measurement | Pre-intervention |
|---|---|
| Depression Level | High |
| Anxiety Level | Moderate |

### *3.2. Implementation and Analysis of the Headspace Intervention*

#### *3.2.1. Background of the Intervention*

Labs of Rebel studio Staia, named Headspace at first, was introduced to help people have a daily routine with mindfulness by giving them concentration, reducing stress, and, in general, improving mental health. Rather than being a general tool, this practice is dedicated to handling the issues of today's life that often become insurmountable for students, including anxiety from academic pressures, social stressors, and inability to concentrate and relax.

The platform is based on the principles of meditation and ancient mindfulness techniques that have served people for millennia. However, through a compelling app that blends all of those components into one easily accessible tool, I decided to make it more modern. There is no hassle for the users because influential, helpful sessions are offered to the members via the Internet, whether on their computers or smartphones, enabling them to practice mindfulness anywhere, anytime. In addition to mobility, convenience is one of the greatest advantages of online education. It is a specific feature of online courses that they fit well into the varied schedules of students who need flexible options.

The program includes special services for emotional issues, like providing anxiety treatment and relaxation techniques, strengthening sleep patterns, solving health problems, and building happiness and gratitude. Every program consists of guided meditations that increase in complexity and depth. Guided meditations help further develop intricate technological skills in mindfulness through a gradual learning process.

The Headspace launch into our school is a move to give a serving student community a high-quality tool for relieving stress in immediate moments and cultivating long-term stress resilience. The mindful approach can do students a world of good if they can simply integrate such practices into their daily lives. This will ultimately result in better emotional control, fewer symptoms of mental health issues, and improved academic performance.

Today's students have seen a growing incidence of psychological problems and demand more accessible outpatient psychiatry services. Headspace is an endeavor that records progress in this quest. The future positioning of this app within the broader mental health programs and its ease of use make it a valuable asset as a wellness tool for students.

#### *3.2.2. Methodology and Outcomes*

A comprehensive study utilizing a randomized controlled trial design was conducted to evaluate the effectiveness of the Headspace intervention among students. Participants were drawn from a diverse student body, including various academic backgrounds and demographic profiles, to ensure the generalizability of the findings.

Participants were randomly assigned to either the intervention group, which received a subscription to Headspace, or a control group that received no intervention. The primary outcome measures included assessments of psychological well-being, stress levels, and attentional capacity. These were measured using standardized psychological scales such as the Perceived Stress Scale (PSS) and the Mindful

ISSN 2616-7433 Vol. 6, Issue 9: 21-28, DOI: 10.25236/FSST.2024.060904

Attention Awareness Scale (MAAS) at baseline, immediately after an eight-week intervention, and at a six-month follow-up.

The intervention group was instructed to engage with the Headspace app for 10-20 minutes daily, following a structured program that included guided meditation and mindfulness exercises designed specifically for stress reduction and cognitive enhancement.

The outcomes revealed significant improvements in the intervention group compared to controls. Post-intervention data showed marked reductions in perceived stress and enhancements in mindfulness scores. Furthermore, participants reported improved sleep quality and greater overall emotional regulation. Long-term follow-up assessments indicated that these benefits were sustained, highlighting the enduring impact of the intervention.

Qualitative feedback from participants also underscored the value of Headspace in their daily routines. Many reported better management of academic pressures, enhanced focus during studies, and a greater sense of calm and well-being.

These findings suggest that Headspace is an effective tool for promoting mental health and well-being among students. The platform's ease of use, accessibility, and effectiveness make it a promising option for inclusion in broader mental health support programs for the student population.

Figure 2 below illustrates the distribution of stress reduction scores across participants in the Headspace intervention, highlighting the variability in response to the mindfulness exercises.

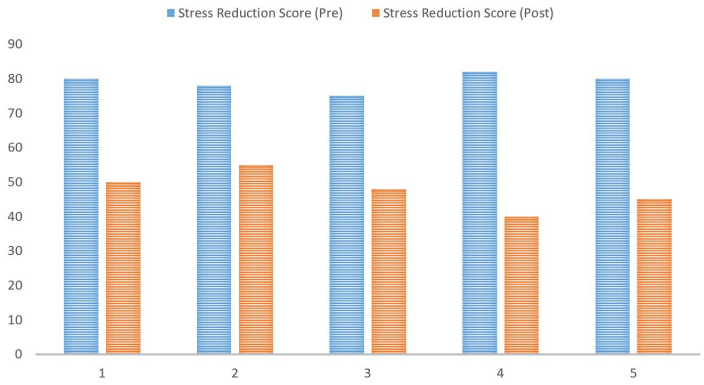


*Figure 2: Distribution of Stress Reduction Scores in Headspace Intervention Participants*

## 4. Conclusion

Data surges and recedes, revealing how digital interventions sculpt the mental health landscape among students. The Internet Mediated Behavior Model (IMBM) emerges from a robust analysis, its effectiveness painted across varied contexts, showing significant amelioration of psychological distress where interventions are well-structured. Despite this, the narrative isn't uniform—variations echo through different demographics, suggesting customization is paramount.

Studies underline the SilverCloud and Headspace platforms, which, through their focused and adaptive online therapeutic approaches, substantially reduce depression and anxiety among students. These cases exemplify the IMBM's potential to tailor digital strategies that accommodate diverse student needs. Yet, not all interventions reach their mark. Some students resonate with the material; others find it discordant, their experiences muffled by insufficient personalization.

The implications stretch far beyond academic circles, nudging policymakers and educators towards a digital paradigm where mental health resources are not just supplementary but integral. The ongoing development of digital tools should lean on empirical evidence from interventions like IMBM, continuously refining and redefining what effective digital engagement looks like. This iterative process ensures that the educational fabric, woven with digital threads, supports not just academic success but holistic well-being.

As the digital landscape evolves, so too must our strategies for integrating mental health interventions. The findings advocate for a dynamic model that adapts to the ever-changing digital behaviors of students, ensuring that digital well-being is not a static concept but a flexible, living strategy that grows with its user base. This approach underscores the necessity for research that does not merely track digital

ISSN 2616-7433 Vol. 6, Issue 9: 21-28, DOI: 10.25236/FSST.2024.060904

footprints but steps into the prints, exploring deeper into the psyche of the digital native.

**References**

*[1] Gámez-Guadix, M., Villa-George, F. I., & Calvete, E. (2012). Measurement and analysis of the cognitive-behavioral model of generalized problematic Internet use among Mexican adolescents. Journal of adolescence, 35 (6), 1581-1591.*

*[2] Caplan, S. E. (2005). A social skill account of problematic Internet use. Journal of communication, 55 (4), 721-736.*

*[3] Luo, R., Li, Q., Meng, G., Zheng, Y., Hu, K., Zhang, X.,... & Liu, X. (2022). The association between intolerance of uncertainty and Internet addiction during the second wave of the coronavirus disease 2019 pandemic: A multiple mediation model considering depression and risk perception. PsyCh Journal, 11 (3), 383-391.*

*[4] Viglia, G., Pera, R., & Bigné, E. (2018). The determinants of stakeholder engagement in digital platforms. Journal of Business Research, 89, 404-410.*

*[5] Vazquez, E. E. (2020). Effects of enduring involvement and perceived content vividness on digital engagement. Journal of Research in Interactive Marketing, 14 (1), 1-16.*

*[6] Valerio, G., Herrera-Murillo, D. J., Villanueva-Puente, F., Herrera-Murillo, N., & del Carmen Rodríguez, M. (2015). The relationship between post formats and digital engagement: a study of the Facebook pages of Mexican universities. RUSC. Universities and knowledge society journal, 12 (1), 50-63.*

*[7] Statti, A., & Torres, K. M. (2020). Digital literacy: The need for technology integration and its impact on learning and engagement in community school environments. Peabody Journal of Education, 95 (1), 90-100.*

*[8] Roberts, E., Farrington, J., & Skerratt, S. (2015). Evaluating new digital technologies through a framework of resilience. Scottish Geographical Journal, 131 (3-4), 253-264.*

*[9] Békés, V., & Aafjes-van Doorn, K. (2020). Psychotherapists' attitudes toward online therapy during the COVID-19 pandemic. Journal of Psychotherapy Integration, 30 (2), 238.*

*[10] Bhawana, S., Sharad, K., Ajay, D., & Ali, A. (2023). Exploring the Newer Horizons of Online Therapy–Its use and Effectiveness. Journal for ReAttach Therapy and Developmental Diversities, 6 (4s), 40-47.*

*[11] Zhao, C., Shi, C., Zhang, L., Zhai, Z., Ren, Z., Lin, X., & Jiang, G. (2020). Establishment of online platform for psychological assistance during a public health emergency. International Journal of Mental Health Promotion, 22 (3), 123-132.*

*[12] Ruzek, J., Hoffman, J., Ciulla, R., Prins, A., Kuhn, E., & Gahm, G. (2011). Bringing Internet-based education and intervention into mental health practice: Afterdeployment. org. European Journal of Psychotraumatology, 2 (1), 7278.*

*[13] Ebert, D. D., Berking, M., Cuijpers, P., Lehr, D., Pörtner, M., & Baumeister, H. (2015). Increasing the acceptance of internet-based mental health interventions in primary care patients with depressive symptoms. A randomized controlled trial. Journal of affective disorders, 176, 9-17.*

*[14] Harrer, M., Adam, S. H., Baumeister, H., Cuijpers, P., Karyotaki, E., Auerbach, R. P.,... & Ebert, D. D. (2019). Internet interventions for mental health in university students: A systematic review and meta-analysis. International journal of methods in psychiatric research, 28 (2), e1759.*