



Psychoeducation in cognitive-behavioral therapies of students with anxiety problems: A systematic review

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ABSTRACT

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The social and emotional causes that have a profound impact on the increase in anxiety and depression in adolescents are numerous; therefore, it is necessary to implement programs to help students overcome or cope with these disorders. The objective of this article was to present the scope of psychoeducational interventions and cognitive-behavioral therapies to support adolescent students with anxiety and depression. Based on this objective, a systematic review of the literature was conducted, defining inclusion and exclusion criteria and planning search strategies. Studies published in the PubMed and Scopus databases were selected, and the search process was presented using the PRISMA diagram, showing texts published between 2014 and 2024 in English and Spanish. These results showed that during the years 2020 and 2022, a greater number of studies on the subject were published; in addition, the most widely used database was Scopus, with 45.45% of the total articles reviewed. All studies included psychoeducational programs and cognitive-behavioral therapy-based interventions for students with depression and anxiety problems. It is concluded that psychoeducation and cognitive-behavioral therapies are very effective in treating and providing the necessary support to adolescent students with anxiety and depression disorders. Noteworthy improvements in emotional regulation have been achieved through the use of mindfulness techniques, psychoeducation workshops, and online ICBT, among other methods.

Contribution/Originality: This study provides a general description of the most effective psychoeducational interventions for reducing anxiety in adolescents. With this knowledge, researchers will be able to design and propose a new multicomponent psychoeducational intervention to support young students, which can be validated and tested in the future.

1. INTRODUCTION

Currently, anxiety and depression are two of the main disorders affecting the population worldwide. Regarding depression, the World Health Organization (2023) points out that anyone can be affected by this disease, especially those who have suffered serious losses, abuse, or other stressful situations. Worldwide, about

280 million people suffer from depression, and it is the youngest population –children and adolescents– that presents the most alarming figures.

On the other hand, the World Health Organization (2024) points out that it is very common for adolescents to suffer from emotional disorders such as anxiety, which is observed more among older adolescents than among younger ones. Thus, 3.6% of adolescents aged 10 to 14 years and 4.6% of adolescents aged 15 to 19 years suffer from an anxiety disorder. Likewise, 1.1% of adolescents between 10 and 14 years of age and 2.8% of those between 15 and 19 years of age suffer from depression. According to the United Nations Children's Fund (2023), the two main mental health problems among adolescents and young people are depressive disorders and anxiety.

The identification of these problems in adolescent students has generated great concern in the scientific community, and for this reason, support has been sought through a series of psychoeducational programs and interventions that allow these adolescents to understand the reasons for what they feel or experience, and provide them with the necessary tools to overcome these disorders. In this regard, Justo, de la Fuente Arias, and Granados (2011) point out that psychoeducational intervention represents a series of systematically planned and organized actions carried out, preferably at the educational level; likewise, it seeks prevention, correction, optimization, and compensation of those psychological or educational aspects that affect students.

On the other hand, cognitive behavioral therapy is a highly effective psychological treatment for various problems, such as alcohol and drug use, depression, anxiety and eating disorders, and serious mental illness. Likewise, it is an active, problem-focused therapy and urgent treatment approach, the purpose of which is to decrease emotional distress and increase behavioral adjustment in patients with a range of mental health and adjustment problems (Wenzel, 2017). These types of programs and interventions are important because when adolescents experience severe anxiety disorders, their thinking, decision-making abilities, and perceptions of the environment, as well as learning and concentration, are affected, something that has a direct impact on the educational process. In addition, physical symptoms such as increased blood pressure and heart rate are evident; it can also cause nausea, vomiting, stomach upset, pain, ulcers, diarrhea, tingling, weakness, and shortness of breath. Young people with anxiety disorders tend to suffer from a variety of psychological problems, including eating disorders, depression, and attention deficit disorder (Bjerkan, Rangul, Skjesol, & Ulstad, 2022; Kumara & Kumar, 2016). Concerning depression in adolescents, this can manifest through feelings of sadness and unhappiness, or feeling continually miserable. And although humans normally experience these feelings, they only occur at specific times or for short periods. In contrast, depression will become a clinical case when it becomes a disorder whose feelings of loss, sadness, frustration, or anger interfere with daily life for a prolonged time (Castro & López, 2024; Henriksen, Ulberg, Tallberg, Løvgren, & Johnsen Dahl, 2021; Osler, 2022).

Thus, adolescents suffering from depression may experience feelings of emptiness, anxiety, loneliness, helplessness, guilt, loss of confidence and self-esteem, and changes in sleeping and eating habits. Likewise, they frequently engage in inappropriate behaviors, aiming to hide their depression by showing themselves to be angry, aggressive, running away, or becoming delinquent (Kumara & Kumar, 2016; Restrepo & Acosta-Tobón, 2023). If these adolescents do not receive treatment, they may run some risks, such as poor results in academic activities or abusing illicit substances. The literature shows how the aforementioned problems have prompted the implementation of various psychoeducational programs and cognitive-behavioral therapies (CBT) that can be provided to students with depression and anxiety problems. However, some studies have been inconclusive, as different interventions show effects comparable to those observed in control groups. Another aspect to consider in these studies is that the evidence often does not focus on specific data regarding participant characteristics, since the age range studied does not necessarily define adolescents, but rather includes pre-adolescents and individuals beyond the typical adolescent age range. Finally, a poorly considered aspect of the studies is that many were conducted in high-income countries, and their findings have not been compared with those obtained in low-income countries. Therefore, this review seeks to examine studies conducted in different nations to demonstrate

the scope of psychoeducational interventions and cognitive-behavioral therapies in supporting adolescent students with anxiety and depression. Furthermore, the following research question is established: how has the scope of psychoeducational interventions and cognitive-behavioral therapies for the management of anxiety and depression in adolescent students been exposed through the literature?

2. METHOD

A systematic review was conducted following the PRISMA (Preferred Information Elements for Systematic Reviews and Meta-Analyses) methodology (Page et al., 2021) to examine studies carried out in different countries and to determine the scope of psychoeducational interventions and cognitive-behavioral therapies for supporting adolescent students with anxiety and depression. Information was provided on the electronic databases consulted, the eligibility criteria for the studies used, and other relevant factors. The first stage of the study consisted of formulating the research question, followed by searching for the most relevant studies, selecting the research, organizing the data, and synthesizing the findings (Covvey, McClendon, & Gionfriddo, 2024). The research question guiding this review was: How has the scope of psychoeducational interventions and cognitive-behavioral therapies for managing anxiety and depression in adolescent students been described in the literature?

2.1. Search Strategy

The PubMed and Scopus databases were used to find published articles that were potentially relevant to achieving the proposed objective. The search started in April 2023 and ended in June 2024. The chosen combination of terms was as follows: Cognitive-behavioral therapies, Depression, Psychoeducation, Students.

PubMed: Anxiety AND (therapies OR Cognitive-behavioral OR "teenage students") AND ("intervention*" OR Psychoeducation OR "Cognitive-behavioral therapies *" OR case study *" OR mixed *).

Scopus: TITLE-ABS-KEY ("psychoeducation" OR "program" OR "cognitive-behavioral therapies" OR "students" OR "mental health") AND TITLE-ABS-KEY ("anxiety" OR "depression" OR "conduct" OR "adolescents" OR "support" OR "cognitive-behavioral therapies" OR "programs")). AND PUBYEAR > 2015.

2.2. Selection Criteria

The criteria included articles whose titles, abstracts, and keywords included the search terms of the present review. Likewise, they must have been published between 2014 and 2024, with open access, in English or Spanish, and be empirical studies or not; that is, all research approaches (quantitative, qualitative, mixed, interventions, case studies) published in indexed journals will be considered. This is because it is important to comprehensively collect all the scientific evidence that psychoeducation programs and cognitive-behavioral therapies have been offered to adolescent students with anxiety and depression problems. The articles reviewed should only have samples of adolescent high school students.

Likewise, studies published as book chapters, theses, or papers resulting from congresses that are not focused on the educational area are excluded, as well as those studies classified as systematic reviews.

2.3. Selection of Studies, Abstract, and Presentation of Results

After carrying out the bibliographic searches in the aforementioned databases and extracting the basic information, the results obtained were analyzed following the peer review method. The search results yielded 1850 studies using the keywords and following the established inclusion criteria (Figure 1). Two of the four researchers compiled and selected the most relevant studies. Then, the remaining researchers reviewed and removed duplicate documents. Finally, the 22 articles were thoroughly reviewed, a process that included a quantitative and qualitative descriptive analysis of each. The quantitative analysis identified the scope of each study, its characteristics, the methods used, and the distribution of each article. The qualitative analysis helped

identify the main themes based on the research objective and question. The most important elements of the studies were compiled in an Excel spreadsheet, including authors, title, year, country, and language of publication. Similarly, all information related to the findings, study type, and methodology was collected. Once both analyses were completed, the results were analyzed and discussed in order to present them in a narrative and descriptive manner. Any disagreements among the reviewers that arose during this stage of the process, and on which a consensus could not be reached, were resolved through academic discussion. If this did not lead to agreement among the researchers, the inclusion of a fifth reviewer was proposed.

3. RESULTS

A total of 1850 studies published between 2014 and 2024 were identified. Of this total, duplicate articles were eliminated (255); then the title, abstract, and keywords of the 1595 articles were reviewed and adjusted to the inclusion criteria. Subsequently, 582 studies were excluded, of which 235 were not focused on the educational area, 149 studies were excluded because they were published before 2014, and 198 were published in a language other than English or Spanish. The result of this process included 1013 documents, which passed to the next review stage.

Also, 991 studies were excluded because they did not include adolescent students as participants (247), and the documents were not found in indexed journals (260); in addition, 199 articles were excluded at this stage due to lack of online accessibility of the full text, while 285 were excluded because they were book chapters, theses and papers resulting from congresses. Finally, 22 papers met the established inclusion criteria (Figure 1).

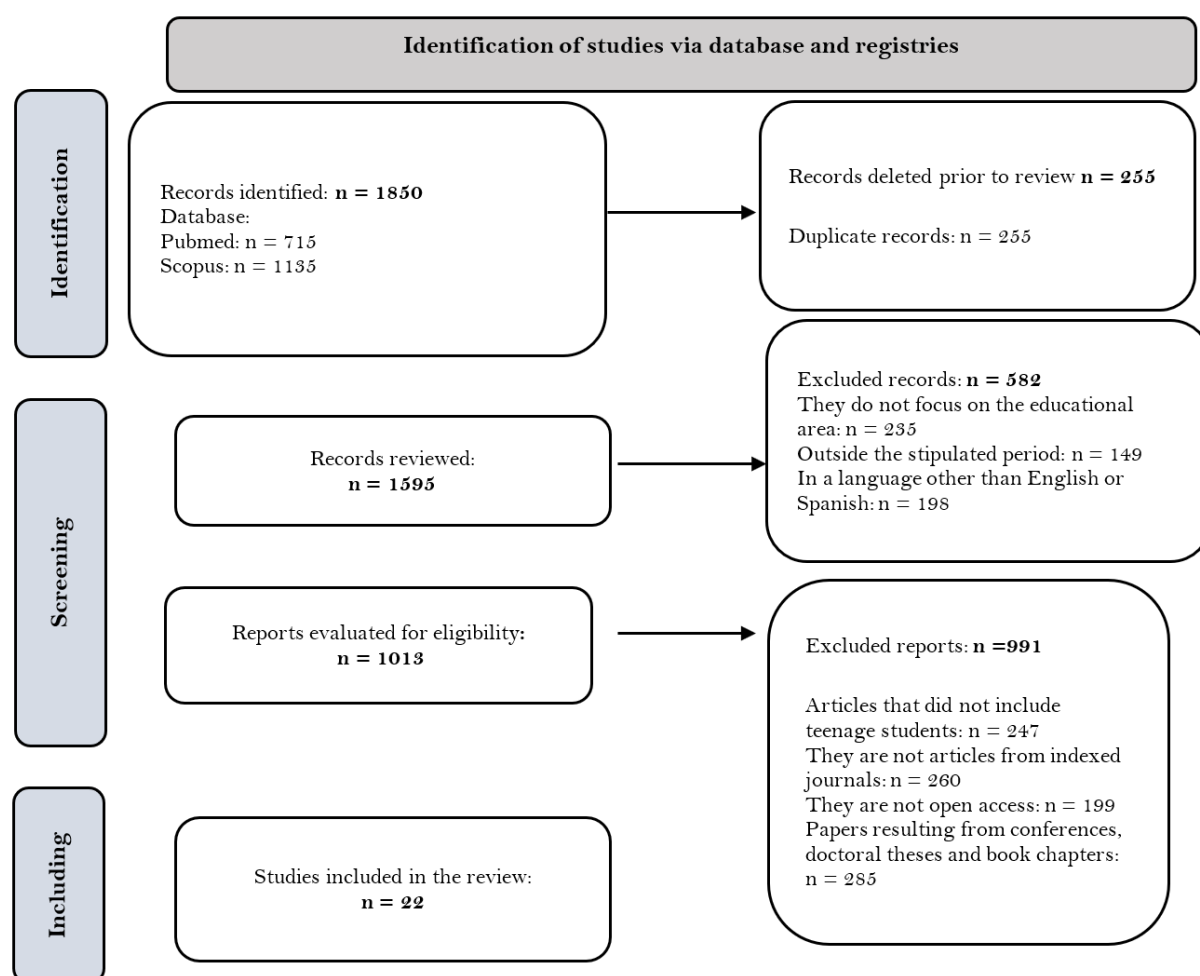


Figure 1. Selection process, PRISMA Flowchart.

3.1. Characteristics of the Studies

In total, 22 articles related to psychoeducational programs or interventions, some cognitive behavioral therapies, or simply the application of therapies of this type to address anxiety and depression problems in adolescent students were included. The studies were published between 2014 and 2024; in turn, it should be noted that the years 2020 and 2022 had five (5) publications each, representing 22.72 % of the total number of papers reviewed. They are followed by the year 2021 with four (4) documents (18.18 %) and 2023 with three (3) studies (13.63 %).

Another aspect considered in the inclusion criteria was the language of publication; in this regard, although the criteria established that the selected articles should be published in English or Spanish, all the documents reviewed were published in English (No.= 22/100 %) (Table 1).

Table 1. Articles submitted for review.

Author/year	Type of Study	Journal/Database	Language
Kato, Matsumoto, and Hirano (2022)	Quantitative with a quasi-experimental design	Front. Psychol/PubMed-Scopus	English
Şahin and Türk (2021)	Quantitative with experimental design	Journal of Rational-Emotive & Cognitive Behavior Therapy/Scopus	English
Ardi, Eseadi, Yuniarti, Yendi, and Murni (2023)	Prospective, parallel, randomized, controlled trial design.	JMIR Research Protocols/PubMed-Scopus	English
Van Den Heuvel, Bodden, Smit, Stikkelbroek, and Engels (2025)	Randomized trial	Journal of Clinical Child & Adolescent Psychology/PubMed	English
Wergeland et al. (2023)	Randomized trial	Behavior Research and Therapy/Scopus	English
She, Lin, Wong, and Yang (2024)	Quantitative	PLoS ONE/PubMed-Scopus	English
Bernal et al. (2019)	Randomized control trial	Family Process/PubMed	English
Uysal et al. (2022)	Intrasubject pretest-posttest design	School Psychology International/Scopus	English
Berg, Andersson, and Rozental (2020a)	Mixed	Sage Open/Scopus	English
Haugland et al. (2017)	Randomized controlled trial	Trials/Scopus-PubMed	English
Jibunoh and Ani (2022)	Two-group controlled trial.	International Journal of Mental Health/Scopus	English
Morgado et al. (2021)	Quasi-cluster randomized controlled pilot trial, pretest, posttest design.	International Journal of Environmental Research and Public Health/Scopus-PubMed	English
Onnela, Hurtig, and Ebeling (2021)	Mixed. Intervention.	Health Education Journal/Scopus	English
Hussien, Mokbel, Sayed, and El-Amrosy (2021)	Quasi-experimental study.	Clinical Schizophrenia & Related Psychoses/Scopus-PubMed	English
Putwain and von der Embse (2021)	Mixed factorial design.	Anxiety, Stress, & Coping/Scopus	English
Atalay and Kağan (2022)	An experimental study with a pretest-posttest research design.	Turkish Psychological Counseling and Guidance Journal/Scopus	English
O'Dea et al. (2019)	Single-arm, pre-post, uncontrolled pilot trial.	Frontiers in Psychiatry/ PubMed-Scopus	English
Bella-Awusah, Ani, Ajuwon, and Omigbodun (2016)	Intervention	Child and Adolescent Mental Health/Scopus-PubMed	English
Frederick, Ng, Valente, Chorpita, and Weisz (2023)	Idiographic study.	Psychotherapy Research/Scopus	English
Haugland et al. (2020)	Randomized controlled trial.	Journal of the American Academy of Child & Adolescent Psychiatry/Scopus-PubMed	English
García-Escalera, Valiente, Sandín, Ehrenreich-May, and Chorot (2020)	Intervention	Journal of Psychodidactics/Scopus	English
Berg et al. (2020b)	Factorial design study	Front. Psychiatry/PubMed-Scopus	English

Regarding the database most used to publish studies on psychoeducational programs and interventions, and on cognitive behavioral therapies to address anxiety and depression problems in adolescent students, the journals indexed in Scopus stand out with 10 publications, representing 45.45% of the total number of articles reviewed. 10 journals (45.45 %) had dual indexing (Scopus/PubMed), while the remaining journals in which two (9.09 %) of the reviewed studies were published were indexed in PubMed (Bernal et al., 2019; Haugland et al., 2017).

Regarding the size of the sample used, it was quite varied, ranging from 3147 students (She et al., 2024) to 3 students (Frederick et al., 2023). Regarding the proportion of adolescents (female/male) who performed in the sample of the reviewed studies, it is observed that the number of females is higher than that of males; this in 14 (63.63 %) of the reviewed (Ardi et al., 2023; Bella-Awusah et al., 2016; Berg et al., 2020a; Berg et al., 2020b; García-Escalera et al., 2020; Haugland et al., 2020; Hussien et al., 2021; Jibunoh & Ani, 2022; Morgado et al., 2021; Putwain & von der Embse, 2021; Şahin & Türk, 2021; She et al., 2024; Van Den Heuvel et al., 2025; Wergeland et al., 2023). In only two (9.09 %) studies, the number of males was higher than that of females (Frederick et al., 2023; Kato et al., 2022) (Table 2).

Table 2. Methodological characteristics of the reviewed studies.

Author	Sample	Sex		Ages	Country	Place of application	Methodological procedure
		F	M				
Kato et al. (2022)	348 teenagers	164	184	12 and 13 age	Japan	Two schools	Intervention: 176 adolescents (95 boys and 81 girls). Control group: 172 adolescents (89 boys and 83 girls)
Şahin and Türk (2021)	29 students	15	14	It does not indicate	Turkey	Ninth grade	Experimental group: 15 individuals (8 women and 7 men). Control group: 14 individuals (7 males and 7 females).
Ardi et al. (2023)	118 students	It does not indicate	118	15 to 17 age	Indonesia and South Africa	Secondary schools	Intervention
Van Den Heuvel et al. (2025)	282 teenagers	157	125	11 to 18 age	Netherlands	Secondary schools	Interventions (4 modules)
Wergeland et al. (2023)	302 youths	84.4%	15.6%	12 to 16 age	Norway	Seventeen public schools and 1 private school	Two interventions (The Vaag manualized Cognitive Behavioral Therapy program and the Cool Kids manualized CBT program).
She et al. (2024)	3120 students	1622	1498	Average of 13.6 years	Hong Kong	Thirteen secondary schools	Four groups according to their state of depression and Internet Gaming Disorder
Bernal et al. (2019)	121 students	It does not indicate	It does not indicate	Mean 13.6 vs. 13.4 years	Puerto Rico		Treatment, Assessment, and Resources for Adolescents (TARA)
Uysal et al. (2022)	389 participants	It does not indicate	It does not indicate	Between 14 and 20 years old	Istanbul, Turkey	Secondary	Online psychoeducation programs
Berg et al. (2020a)	93 participants	47	46	Between 15 and 19 years old	Sweden	Three secondary schools	Develop and evaluate a new knowledge test
Haugland et al. (2017)	323 students	It does not indicate	It does not indicate	12-16 years old	Western, eastern, and southern Norway	Eighteen schools	Two cognitive behavioral therapy interventions and one delayed intervention
Jibunoh and Ani (2022)	40 students	70%	30%	Between 13 and 16 years old	Nigeria	Two schools	One school is an intervention site, and the other is a waiting list control center.
Morgado et al. (2021)	38 teenagers	24	14	Average of 14.50 years	Portugal	Ninth grade of a school	Psychoeducational intervention ProLiSMental
Onnela et al. (2021)	162 students	It does not indicate	It does not indicate	Between 13.0 and 15.9 years	Oulu, Finland	Eighth grade in two comprehensive schools	One intervention and the other was a comparison school.
Hussien et al. (2021)	200 participants	56%	44%	17 and 18 years old	Damanhour /Egypt	Four government secondary schools	Intervention
Putwain and von der Embse (2021)	146 informants	101	39/no information 6)	Between 14 and 16 years old	England	Eight high schools	Intervention vs. control

Author	Sample	Sex		Ages	Country	Place of application	Methodological procedure
		F	M				
Atalay and Kağan (2022)	30 students	It does not indicate	It does not indicate	It does not indicate	Erzincan/Turkey	Ninth and tenth grades of a high school	Pre-test post-test with experimental and control groups
O'Dea et al. (2019)	59 students	It does not indicate	It does not indicate	Between 13 and 16 years old	Australia	Four high schools	Single-arm, pre-post, 6-week, uncontrolled, single-arm pilot trial.
Bella-Awusah et al. (2016)	40 students	28	12	Between 14 and 17 years old	Nigeria	Two schools	Intervention study
Frederick et al. (2023)	3 students	1	2	Between 7 and 13 years old	Boston	It does not indicate	Modular Approach to Therapy (MATCH modules)
Haugland et al. (2020)	313 students	84%	16%	12 and 16 years old (Average 14.0 years)	Norway	Eighteen secondary schools	Interventions (Vaag y Cool Kids)
García-Escalera et al. (2020)	151 teenagers	82	69	Average age 15.05 years	Madrid	Third and fourth years of high school	Program based on transdiagnostic cognitive-behavioral therapy (experimental group in control group)
Berg et al. (2020b)	120 students	81%	19%	Between 15 and 19 years old	Sweden	Schools	Four treatment groups

4. DISCUSSION

The present review aimed to describe the scope of psychoeducational interventions and cognitive-behavioral therapies to support adolescent students with anxiety and depression. Such analysis is based on the premise that health, prevention, and early intervention can improve anxiety and depression problems manifested by adolescent students (Kato et al., 2022; Morgado et al., 2021; Uysal et al., 2022; Van Den Heuvel et al., 2025). In addition, it has been noted how emotional disorders originate in greater numbers in this population (Ardi et al., 2023; Onnela et al., 2021; She et al., 2024) and show significant increases in prevalence rates when compared to the pre-pandemic period (Van Den Heuvel et al., 2025).

The reviewed studies included a variety of objectives: 10 of them (45.45 %) sought to analyze, examine, evaluate, investigate and determine the effects of psychoeducational interventions and cognitive-behavioral therapies on anxiety and depression problems in adolescent students (Atalay & Kağan, 2022; Bella-Awusah et al., 2016; Bernal et al., 2019; García-Escalera et al., 2020; Haugland et al., 2020; Haugland et al., 2017; Hussien et al., 2021; Kato et al., 2022; Şahin & Türk, 2021; Uysal et al., 2022).

Similarly, 3 reviewed papers (13.63 %) sought to develop and implement intervention models or knowledge tests, to help female students with generalized anxiety disorders assess explicit knowledge about general and applied principles of CBT in adolescents with anxiety and depression (Ardi et al., 2023; Berg et al., 2020a). Finally, one was able to test the primary outcome of a trial that seeks to improve mental health literacy components in adolescents with anxiety (Morgado et al., 2021).

Continuing with the stated objectives, two (9.09 %) articles were focused on investigating age, gender, and baseline severity of depressive symptoms as possible effect moderators in cognitive behavioral therapy modules, as well as examining the elements involved in CBT outcomes (Van Den Heuvel et al., 2025; Wergeland et al., 2023). Also, four (18.18 %) of the examined studies aimed to evaluate and describe the feasibility of a psychoeducational intervention and determine whether a cognitive behavioral intervention for anxiety in adolescent students was acceptable and safe (Atalay & Kağan, 2022; Jibunoh & Ani, 2022; O'Dea et al., 2019; Onnela et al., 2021). Finally, two (9.09 %) papers were found whose aims were to examine the association of cognitive-behavioral therapy modules for depression with internalizing symptoms among depressed youth; in addition, the role of learning support and chat sessions during Internet-based CBT for anxiety in adolescents was assessed (Berg et al., 2020a; Frederick et al., 2023).

All the articles reviewed presented interventions or psychoeducational programs or cognitive-behavioral therapies implemented during class time and, for the most part, were carried out in a group setting. The work done by Kato et al. (2022) was a program containing eight sessions, which were administered over eight weeks (two months). In another, the program applied to the experimental group had a duration of 10 weeks, while no procedure was applied to the control group (Şahin & Türk, 2021).

Among the studies reviewed, the one conducted by Ardi et al. (2023) on the efficacy of web-based CBT stands out; in this, each web session for the treatment group, as well as the mindfulness session for the control group, lasted 90 minutes, once a week for 4 months. For their part, Van Den Heuvel et al. (2025) conducted an intervention in which they used four modules, which were developed in collaboration with certified cognitive-behavioral therapists and experts in the field, based on current CBT theories and CBT protocols. Thus, three sessions per module were conducted, and the total program consisted of 12 sessions of 45 to 60 minutes each. Similarly, Wergeland et al. (2023) presented an intervention in which the Vaag and Cool Kids programs were used; the former consisted of five sessions between 45 and 90 minutes in six weeks, while the latter program consisted of ten weekly sessions of 90 minutes each.

As well as the studies noted above, the rest of the papers present very similar characteristics in terms of the duration of the interventions or cognitive behavioral therapies applied to adolescent students. From this, it can be deduced that psychoeducation was carried out in training sessions and practical exercises in the population

analyzed. Based on the activities carried out with the experimental groups, the control groups, and the results achieved in each study, it is possible to analyze the importance and effectiveness of psychoeducation and cognitive behavioral therapies in helping adolescent students with depression and anxiety.

In that sense, the difference observed in the results achieved in the intervention groups when compared with the control group stands out, since for the most part the intervention group evidenced significant improvements in emotional regulation, decreased depression, and generalized anxiety (Bernal et al., 2019; Morgado et al., 2021; O'Dea et al., 2019; Şahin & Türk, 2021; Wergeland et al., 2023). Kato et al. (2022) highlighted through their research that the effect was larger at the follow-up assessment compared to the immediate post-intervention assessment and larger in female students. The mental health prevention program showed efficacy in reducing depression and anxiety, as well as in improving emotional regulation in early adolescence.

Another aspect observed in the papers was the effect of emotions on the physical health of students. Also noteworthy is the study conducted by Ardi et al. (2023) with 118 female adolescents from Indonesia and South Africa, in which it could be shown that implementing the intervention will improve students' psychological symptoms related to functional gastrointestinal disorders, as well as their general well-being. The authors note that gastrointestinal symptoms are associated with mental health disorders, especially anxiety and depression; hence, irritable bowel syndrome can be treated by psychological interventions, including web-based CBT.

Regarding the use of the web for the treatment or support of young people with anxiety and depression problems, the results achieved in the study by Uysal et al. (2022) indicate significant decreases in anxiety levels, in the avoidance of anxiety-provoking situations, and an increase in coping skills following the online experience. The authors propose a psychoeducation program for anxiety management, with which it is possible to decrease depression scores among youth participating in the online depression management CBT psychoeducation program. Recommend that such psychological prevention programs be applied to students who cannot physically attend school. This study is supported by Berg et al. (2020b) and Hussien et al. (2021), who point out that one of the most appropriate areas to evaluate the effectiveness of therapy is when CBT is provided through Internet ICBT (Internet-based cognitive behavioral therapy), as it is mainly based on educational texts containing fundamentals, psychoeducation and instructions that allow the user to learn new skills.

On the other hand, the psychoeducational intervention proposed and applied by Jibunoh and Ani (2022) for anxiety was not effective in reducing anxiety or depressive symptoms; this situation contrasted significantly with the rest of the studies analyzed. However, the authors claimed that the fact that no treatment effect was evident was not due to a lack of statistical power in the sample size, because the wait-list control group had extremely low postintervention anxiety scores when compared with the intervention group. This dissociation with results achieved in other research may be because the adolescents in the study had too high scores on the Spence Child Anxiety Scale, suggesting severe anxiety.

Finally, it is necessary to point out that interventions implemented as mental health promotion seek to make individuals understand the magnitude of mental health problems and consciously participate in self-care. Thus, for Onnela et al. (2021) after the intervention was performed, students managed to see mental health disorders as real medical problems and experienced the intervention as beneficial, increasing their knowledge and understanding of their mental health. That is, apart from identifying or assessing the degrees of depression or anxiety presented in students, the aim is that such interventions or psychoeducational programs increase knowledge and skills to maintain a healthy life and lifestyle in adulthood.

5. CONCLUSION

This systematic literature review outlined the scope of psychoeducational interventions and cognitive-behavioral therapies to support adolescent students with anxiety and depression. The results show the efficacy of programs or interventions to reduce depression and anxiety while improving emotional regulation in adolescents.

The analysis showed that interventions based on cognitive-behavioral and psychoeducational programs generate not only satisfactory results but also quite significant results concerning the treatment and support provided to adolescent students who may present anxiety and depression; this was corroborated by the presence of a good rate of heterogeneity in the studies examined.

The use of techniques such as mindfulness, Penn's resilience program, the STARR (Know, Solve, Think, Act, and Relax) prevention program, Vaag, Cool Kids, TEPSI (psychological education workshops), Internet ICBT (Internet-based cognitive behavioral therapy), ProLiSMental psychoeducational intervention, cognitive behavioral therapy, among others, is of great importance as they represent strategies that have proven to be effective in addressing mental health and its improvement.

The review also showed that programs and interventions lasting at least four weeks have a better effect in improving mental health in terms of elements of anxiety and depression in adolescent students. This allows for a significant reduction in anxiety and depression, especially in primary and secondary school students.

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