



APPENDICES

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่

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APPENDIX A

Informed Consent Form for Participants

Research Title: Effectiveness of the School-based Cognitive Behavioral Therapy Program for Thai Adolescents with Depression

Principal Investigator: Miss Sararud Vuthiarpa

Participant's name:..... Age.....years.....months

Grade:..... School Name:.....

Participants' agreement

My name is.....

I agree to participate in this research, entitle "Effectiveness of the school-based cognitive behavioral therapy program for Thai adolescents with depression", which I was informed about this project in details from the investigator, Miss Sararud Vuthiarpa.

The investigator will be available to answer my question during this project and she assures to keep my confidential information. Group of information and conclusion data will be report without my name. The investigator will prevent and protect me from physiological and psychological harms that may be occur. If I have some effects, I will receive caring from investigator.

I am willing to participate and can withdraw from this project anytime without the effect on my treatment that I should receive. I can contact the investigator when I have an inquiry or problem. The investigator is able to reach at Faculty of Nursing, Thammasat University, Pratumthani, 12121. Phone: 02-9867342 (office hour), 083-5643017 (mobile)

Participant's signature.....

Parent or legal guardian's signature.....

Investigator's signature.....

Date.....

APPENDIX B

Ethical Approval

Ethical Approval from Faculty of Nursing, Chiang Mai University



No.122/2009

CERTIFICATE OF ETHICAL CLEARANCE
Research Ethics Review Committee
Faculty of Nursing, Chiang Mai University

The Research Ethics Review Committee of the Faculty of Nursing, Chiang Mai University declares approval of

Research Project Title : Effectiveness of the School - based Cognitive Behavioral Therapy Program for Thai Adolescents with Depression

Principal Investigator : Miss Sararud Vuthiarpa

Participating Institution : Doctoral Student Faculty of Nursing Chiang Mai University

The above research project does not violate rights, well being, and/or endanger human subjects and is justified to conduct the research procedures as proposed.

This clearance is valid from the date of approval to July 23, 2010

Date of approval July 23, 2009

Wichit Srisuphan

.....
(Professor Dr. Wichit Srisuphan)
Chair, Research Ethics Review Committee
Faculty of Nursing, Chiang Mai University

Th. Suwanprapisa

.....
(Associate Professor Dr. Thanaruk Suwanprapisa)
Dean of Faculty of Nursing, Chiang Mai University

Ethical Approval from Faculty of Nursing, Chiang Mai University

เอกสารเลขที่ 122/2552

เอกสารรับรองโครงการวิจัย
โดย
คณะกรรมการจริยธรรมการวิจัย คณะพยาบาลศาสตร์
มหาวิทยาลัยเชียงใหม่

คณะกรรมการจริยธรรมการวิจัย คณะพยาบาลศาสตร์ มหาวิทยาลัยเชียงใหม่ ขอรับรองว่า
โครงการวิจัยเพื่อวิทยานิพนธ์เรื่อง ประสิทธิภาพของโปรแกรมการบำบัดทางความคิดและพฤติกรรมโดยใช้
โรงเรียนเป็นฐานในเด็กวัยรุ่นไทยที่มีภาวะซึมเศร้า (Effectiveness of the School-based Cognitive
Behavioral Therapy Program for Thai Adolescents with Depression)

ของ : นางสาวสารรัตน์ วุฒิอาภา

สังกัด : นักศึกษาหลักสูตรพยาบาลศาสตรดุษฎีบัณฑิต สาขาวิชาพยาบาลศาสตร์ คณะพยาบาล
ศาสตร์ มหาวิทยาลัยเชียงใหม่

ได้ผ่านการพิจารณาแล้ว เห็นว่าไม่มีการล่วงละเมิดสิทธิ สวัสดิภาพ และไม่ก่อให้เกิด
ภัยอันตรายแก่ผู้ถูกวิจัย

จึงเห็นสมควรให้ดำเนินการวิจัยในขอบข่ายของโครงการวิจัยที่เสนอได้ ตั้งแต่วันที่ออก
หนังสือรับรองฉบับนี้จนถึงวันที่ 23 กรกฎาคม 2553

หนังสือออกวันที่ 23 กรกฎาคม 2552

ลงนาม.....

(ศาสตราจารย์เกียรติคุณ ดร.วิจิตร ศรีสุพรรณ)

ประธานคณะกรรมการจริยธรรมการวิจัย

คณะพยาบาลศาสตร์ มหาวิทยาลัยเชียงใหม่

ลงนาม.....

(รองศาสตราจารย์ ดร.ชนารักษ์ สุวรรณประไพศ)

คณบดีคณะพยาบาลศาสตร์

คณะพยาบาลศาสตร์ มหาวิทยาลัยเชียงใหม่

APPENDIX C

Instrumentations

The Demographics Data Tool

ID: ๑๑๑๑

Direction: Please respond to each item by filling out your answer in blank or into the block and placing ✓ on the chosen answer.

1. Date.....
2. Age.....years.....month
3. Gender 1 ๓ Female 2 ๓ Male
4. Religion 1 ๓ Buddhism 2 ๓ Christianity 3 ๓ Islam
5. CES-D score.....
6. Average grade/GPA in school.....
7. Household income (Baht/month)
1 ๓ ≤ 20,000 2 ๓ > 20,000

Center for Epidemiologic Studies Depression Scale (CES-D)

Below is a list of the ways you might have felt or behaved. Please tell me how often you have felt this way during the past week. Please check in the for each item to best describe you.

During the Past Week.....	Rarely or none of the time (less than 1 day)	Some or a little of the time (1-2 days)	Occasionally or a moderate amount of time (3-4 days)	Most or all of the time (5-7 days)
1. I was bothered by things that usually don't bother me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I did not feel like eating; my appetite was poor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I felt that I could not shake off the blues even with help from family or friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I felt I was just as good as other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I had trouble keeping my mind on what I was doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I felt depressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I felt that everything I did was an effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I felt hopeful about the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I thought my life had been a failure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Children's Automatic Thoughts Scale (CATS)

Name:..... Age:.....

Sex: Male / Female..... Grade:.....

⇒**Instructions:** Listed below are some thoughts that children and adolescents have said pop into their heads. Please read each thought carefully and decide how often, if at all, each thought popped into your head over the **past week**. Circle your answer in the following way: 0 = not at all, 1 = sometimes, 2 = fairly often,

3 = often, 4 = all the time.



Say to yourself "Over the past week I	not at all	sometimes	fairly often	often	all the time
1. Kids will think I'm stupid	0	1	2	3	4
2. I have the right to take revenge on people if they deserve it	0	1	2	3	4
3. I can't do anything right	0	1	2	3	4
4. I'm going to have an accident	0	1	2	3	4
5. Other kids are stupid	0	1	2	3	4
6. I'm worried that I'm going to get teased	0	1	2	3	4
7. I'm going crazy	0	1	2	3	4
8. Kids are going to laugh at me	0	1	2	3	4
9. I'm going to die	0	1	2	3	4

Child and Adolescent Social and Functioning Scale

Below is a list of items that describe kids. Please check \checkmark in the for each item to best describe you. If the item **NEVER** describes you, check \checkmark in the in the “NEVER” column. If it **SOMETIMES** describes you, check \checkmark in the in the “SOMETIMES” column. If it **OFTEN** describes you check \checkmark in the in the “OFTEN” column and if it **ALWAYS** describes you check \checkmark in the in the “ALWAYS” column.

	NEVER	SOME- TIMES	OFTEN	ALWAYS
1) I get good marks in Maths/Arithmetic.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) I go out to places with my friends.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) I have a good relationship with my mother OR (I do not have contact with my mother).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) I help around the house.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) I get good marks in Science.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) I have friends of the opposite sex.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) I have a good relationship with my father OR (I do not have contact with my father).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) I keep my room and belongings tidy.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9) I get good marks in Social Sciences and/or History.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Focus Group Guideline

- 1) How valuable has the information presented in this program?
- 2) How did this program affect your mood, thoughts, and behaviors?
- 3) How did you apply or practice the skills presented in this study?
- 4) What did you think of the length of the sessions and overall 12-week?
- 5) What would be your suggestions about any activity after the completion of the study?

APPENDIX D

Program Materials

Leader's manual for Adolescent groups: The school-based CBT for Thai adolescents with depression program

Contents	Page
1. Psycho-education & Goal-setting	3
2. Mood monitoring	8
3. Increasing pleasant activities	14
.....	
.....	

Adolescent's manual and Workbook: The school-based CBT for Thai adolescents with depression program

Contents	Page
1. Psychoeducation	1
2. Goal settings	6
3. Mood monitor	9
.....	
.....	

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่

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APPENDIX E

Research Log

Research Log of Participants

1	Participant's Code.....	2	Age.....years.....month
3	Gender 1=Female 2=Male	4	Religion 1=Buddhism 2=Christianity 3=Islam
5	CES-D score.....	6	GPA.....
7	Contact Telephone Number	8	Group Assignment.....
9	Intervention Start Date and Time	10	Intervention Complete Date and Time.....
11	Follow up Date.....		

12	Date.....	13	Session.....
14	% Participant homework complete	15	Participant general mood out of 10
16	Phone contact/reasons.....		
17	Participant feedback.....		
18	Researcher Notes.....		

19	Date.....	20	Session.....
21	% Participant homework complete	22	Participant general mood out of 10
23	Phone contact/reasons.....		
24	Participant feedback.....		
25	Researcher Notes.....		

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APPENDIX F

Confirmation of Basic Assumptions for the Use of MANOVA

Basic assumptions for the use of MANOVA procedures in data analysis were tested through computation of the Box's M test and Bartlett Test of Sphericity. The Box's Test of Equality of covariance matrices were non-significant ($p > 0.05$) indicating that there were no significant differences in the variance, covariance matrices for the control and intervention groups. The Bartlett Test of Sphericity was significant ($p < 0.05$) indicating the correlation matrix was different from an identity matrix. The basic assumptions for using MANOVA were not violated both the Box's Test of Equality of covariance matrices and the Bartlett Test of Sphericity. The results are presented in Table 10.

Table 10

Basic assumptions for 2x2 the control and the intervention group MANOVA

	Box's M		Bartlett's Test of Sphericity		
	F	p	Approx χ^2	df	p
Control*Intervention (Week 6)	0.94	0.47	137.60***	5	0.00
Control*Intervention (Week 12)	0.85	0.53	116.45***	5	0.00
Control*Intervention (Week 16)	1.31	0.25	143.23***	5	0.00

Note. Box's M: Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

Bartlett's Test of Sphericity: Tests the null hypothesis that the residual covariance matrix is proportional to an identity matrix.

*** $p < .001$

APPENDIX G

List of Experts for Content Validity of the Leader's Manual and Adolescent's Manual

The content validity of the leader's manual and adolescent's manual was determined by five experts:

1. Associate Professor Dr.Darawan Tapinta
Department of Mental Health and Psychiatric Nursing,
Chiang Mai University, Thailand
2. Assistant Professor Nuttorn Pitayaratsatian
Department of Psychiatry, Chulalongkorn University, Thailand
3. Lecturer Dr.Soysuda Imarunrak
Department of Psychiatry, Faculty of Medicine, Siriraj Hospital,
Mahidol University, Thailand
4. Dr.Pitakpol Boonyamalik
Mental Health Department, Ministry of Public Health, Thailand
5. Lecturer Dr.Atitaya Pornchaikate Au-Yeong
Faculty of Mental Health and Psychiatric Nursing, Mahidol University,
Thailand

APPENDIX H

List of Validators for Back Translation of the Social and Adaptive Functioning Scale

The back translations of the social and adaptive functioning scale were determined by three qualified persons:

1. Assistant Professor Dr.Poolsuk Janepanich
Department of Nursing, Faculty of Medicine, Ramathibodi Hospital
Mahidol University, Thailand
2. Lecturer Dr.Atitaya Pornchaikate Au-Yeong
Faculty of Mental Health and Psychiatric Nursing, Siriraj Hospital,
Mahidol University, Thailand
3. Dr.Pitakpol Boonyamalik
Mental Health Department, Ministry of Public Health, Thailand

APPENDIX I

Permission to Use Instruments

Permission to Use the Children Automatic Thought Scale (CATS)

วันที่: Tue, 07 Aug 2007 09:40:48 +1000

ผู้ส่ง: Ronald M. Rapee<Ron.Rapee@mq.edu.au>

ผู้รับ: Sararud Vuthiarpa<sararud@umich.edu>

เรื่อง: Re: Asking for permission to use CATS instrument

Dear Sararud,

It would be our pleasure for you to use the CATS scale with Thai adolescents. The measure is produced by ourselves and hence we hold the copyright and are very pleased to allow people to use it for research purposes at no charge. We would be interested in the results of your research when they are completed.

A copy of the measure can be found on our website -
<http://www.ceh.mq.edu.au/questionnaires.html>

I am not sure whether you are aware that the CATS has already been translated into Thai (perhaps you already know this). This might help you not to do additional unnecessary work. The translator is Dr Darawan Thapinta <darawan@mail.nurse.cmu.ac.th> and if you contact her, I am sure she would be happy to send you the translated version.

Best of luck with your research.
Ron Rapee.

Ronald M. Rapee, Ph.D.,
Professor, Dept of Psychology,
Director Centre for Emotional Health
Macquarie University,
Sydney. NSW. Australia. 2109.
Ron.Rapee@mq.edu.au
61/2/9850-8032 (Ph) 61/2/9850-8062 (F)
website: <http://www.ceh.mq.edu.au>

*Permission to Use the Child and Adolescent Social and Adaptive Functioning Scale
(CASAFS)*

Mon, 06 Aug 2007 16:26:33 +1000

ผู้ส่ง: Jeanie Sheffield <jeanie@psy.uq.edu.au>

ผู้รับ: Sararud Vuthiarpa<sararud@umich.edu

เรื่อง: Re: Asking for permission to use CASAFS instrument

Dear Sararud

Nice to hear from you and thanks for you interest in the CASAFS. You are welcome to use the scale. Do you have all the information on the scale to be able to use it? If not, please let me know and i can send you any further information.

I hope your study goes well and that you find some interesting results - sounds like a worthwhile project.

Best wishes

Dr Jeanie Sheffield
Room 233 School of Psychology
University of Queensland
Brisbane QLD 4072 Australia
Phone: +61 7 3365 6690
Fax: +61 7 3365 4466
Email:jeanie@psy.uq.edu.au

Permission to Use the Cognitive Behavior Therapy (CBT) Manual

Date: Sat, 26 May 2007 15:05:08 -0400

ผู้ส่ง: John Curry <curry005@mc.duke.edu>

ผู้รับ: Sararud Vuthiarpa<sararud@umich.edu

เรื่อง: Re: Asking for permission to use TADS CBT manual

Sararud,

I have now heard back from nearly everyone in the TADS CBT group and we are happy to give you permission to use the manual in your dissertation, adapting as necessary for Thai adolescents. We would love to hear back from you about what adaptations you find useful for this project.

Also we have one requirement. A good amount of the TADS manual is based on Clarke and Lewinsohn's Coping with Depression course; a requirement of using that material is that the final product you come up with, needs to be available to the public (as the TADS manual is), i.e., in the public domain. OK?

If you are unsure of how to access the TADS manual, you can go to the Duke website (www.duke.edu) and enter "TADS" in the search box. That will take you to the TADS home page, where the links to the manual (and all other TADS materials) can be found along the left hand side of the page.

Best wishes in this exciting project,
John Curry

Department of Psychiatry Psychology Department

718 Rutherford St Durham, NC 27705

Box 3527 Med Ctr Durham, NC 27710

(p) 1-919-416-2449

(f) 1-919-416-2420

From: John Curry <curry005@mc.duke.edu>

Reply-To: John Curry <curry005@mc.duke.edu>

Subject: request for Thai adaptation of TADS manual

To: albanoa@childpsych.columbia.edu, brentda@msx.upmc.edu,

Greg.Clarke@kpchr.org, Jkolker@Carolinas.org, beth.kennard@utsouthwestern.edu,
Nili_Benazon@camh.net, Rlagrone@nebraskamed.com,
M-Reinecke@Northwestern.edu, paulr@ori.org,
simons@OREGON.UOREGON.EDU, gginsbu@jhmi.edu,
SWEENEYM@child.cpmc.columbia.edu,
nf2@po.cwru.edu, wells020@mc.duke.edu, curry005@mc.duke.edu,
jsmarch@acpub.duke.edu



ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่

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CURRICULUM VITAE

Name	Miss Sararud Vuthiarpa
Date of Birth	29 June 1962
Education	1990-1992, Master of Science (Mental Health) Chulalongkorn University, Thailand 1981-1984, Bachelor of Science (Nurse and Midwifery) Department of Nursing, Faculty of Medicine, Ramathibodi Hospital, Mahidol University, Thailand 1977-1981, Strividhaya 2 High School
Experiences	1984-1986, Nursing Staff, Female Medical Ward Prince of Songkla University Hospital, Department of Medicine, Prince of Songkla University, Songkla, Thailand 1986-1995, Lecturer, Institute of Physical Education Buangnamrak, Prathumthani, Thailand 1995-present, Lecturer, Department of Mental Health and Psychiatric Nursing, Thammasat University, Thailand