



UNIVERSITEIT VAN AMSTERDAM



Amsterdam University
of Applied Sciences

humanitas

TLC Lunch Seminar June 2026

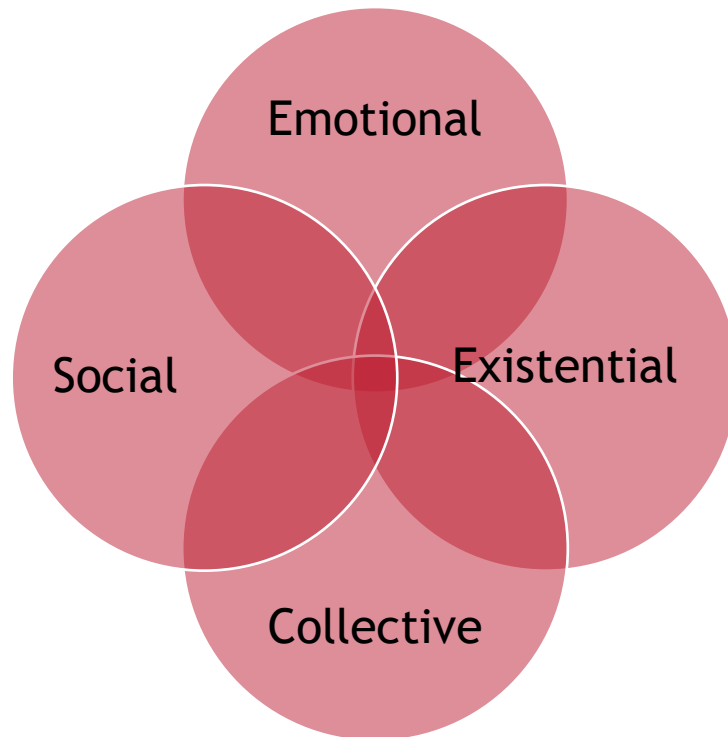
Lonely students



What is loneliness?

“Loneliness corresponds to a discrepancy between an individual’s preferred and actual social relations.”
(Peplau & Perlman, 1982).

Different kinds of unmet needs



Different from

- Solitude
- Social isolation

Eenzaamheid onder studenten vraagt om aandacht, herkenning én actie



25 september 2025

Eenzaamheid komt vaker voor onder studenten dan je misschien denkt. Uit onderzoek blijkt dat zes op de tien hbo- en wo-studenten zich regelmatig eenzaam voelt: één op de vier ervaart zelfs sterke eenzaamheid. Dat is zorgelijk, juist in een levensfase waarin sociale verbinding en persoonlijke ontwikkeling een belangrijke rol spelen.

10 procent van de 15-plussers sterk eenzaam in 2024

25-9-2025 06:30



© Hollandse Hoogte / Richard Brocken

Bijna 10 procent van de Nederlandse bevolking van 15 jaar of ouder voelde zich in 2024 sterk eenzaam. Dat is vrijwel gelijk aan een jaar eerder, en bijna gelijk aan 2019, het jaar voor de coronapandemie. Toen was ongeveer 9 procent sterk eenzaam. Eenzaamheid komt

Trouw

Contact leggen

Max Boom (21) voelt zich al acht jaar eenzaam, en hij is niet de enige. 'Eenzaamheid onder jongeren moet uit de taboesfeer'

Ruim vier op de tien Nederlandse jongeren tussen de 15 en 25 jaar hebben last van eenzaamheid. 'Je voelt je hulpeloos.'

Casper Jager 16 maart 2026, 22:00

Bewaren

Delen

Lonely = Yes, lonely - on at least 3 items
Severely lonely = Yes, lonely - on 9+ items
>> Also, some of the time is yes

De Jong Gierveld Scale

None of the time - Rarely - Some of the time - Often - All of the time

There is always someone I can talk to about my day-to-day problems

I miss having a really close friend

I experience a general sense of emptiness

There are plenty of people I can lean on when I have problems

I miss the pleasure of the company of others

I find my circle of friends and acquaintances too limited

There are many people I can trust completely

There are enough people I feel close to

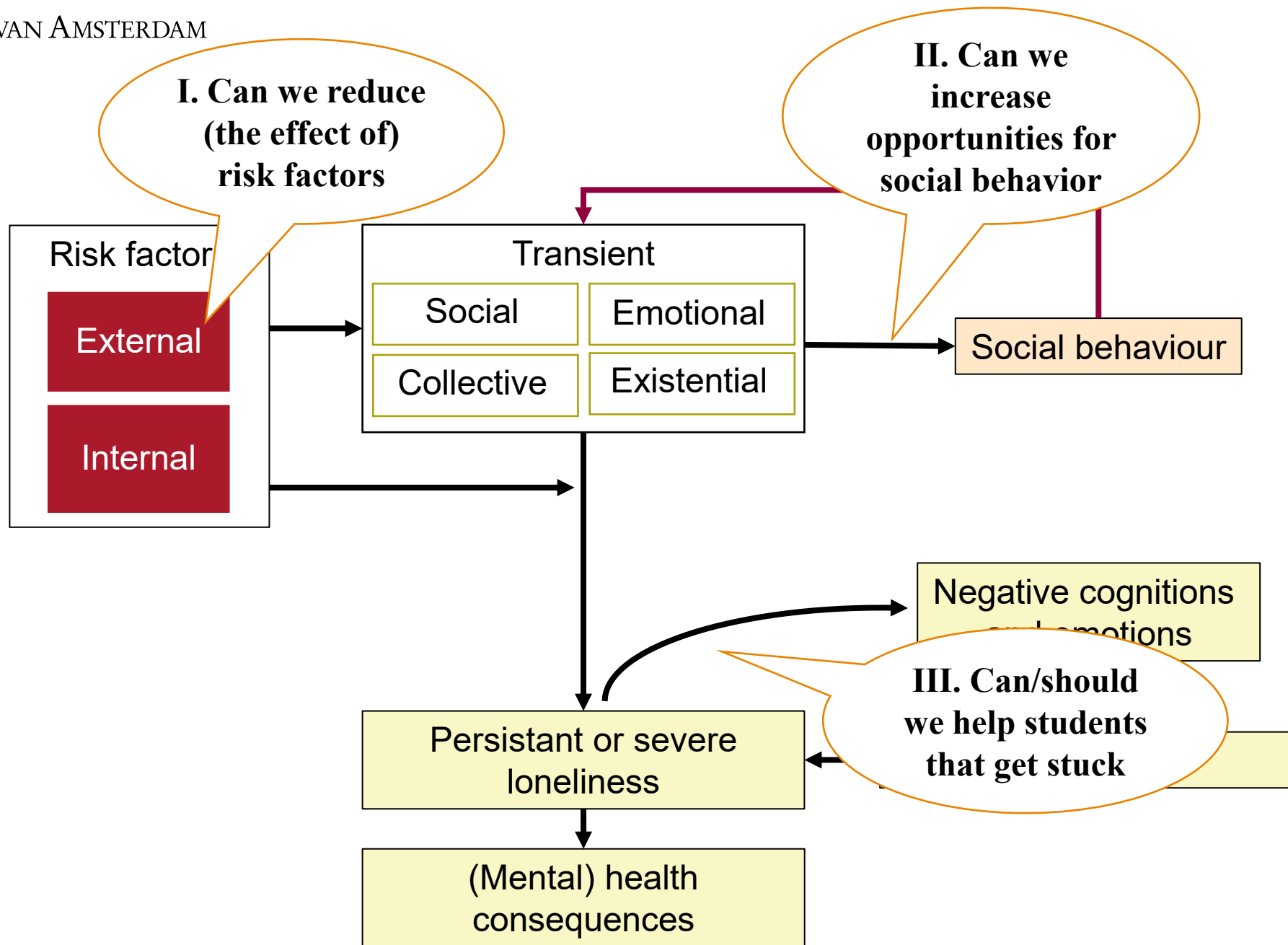
I miss having people around me

I often feel rejected

I can call on my friends whenever I need them

Social loneliness

Emotional loneliness



Internal risk

Journal of Adolescence 2002, 25, 327-339
doi:10.1006/jjado.475, available online at <http://www.idealibrary.com> on IDEAL®

Personality, peer relations, and self-confidence as predictors of happiness and loneliness

HELEN CHENG AND ADRIAN FURNHAM



This study is set out to examine to what extent peer relations, self-confidence, and school performance correlated with self-rated happiness (OHI) and loneliness (LS) in adolescents. Personality traits (EPQ), self-confidence, school grades were all significantly correlated with happiness and loneliness. Regression analysis showed that self-confidence, school grades, and friendship were significant predictors of happiness, while self-confidence, school grades, and friendship were significant predictors of loneliness.

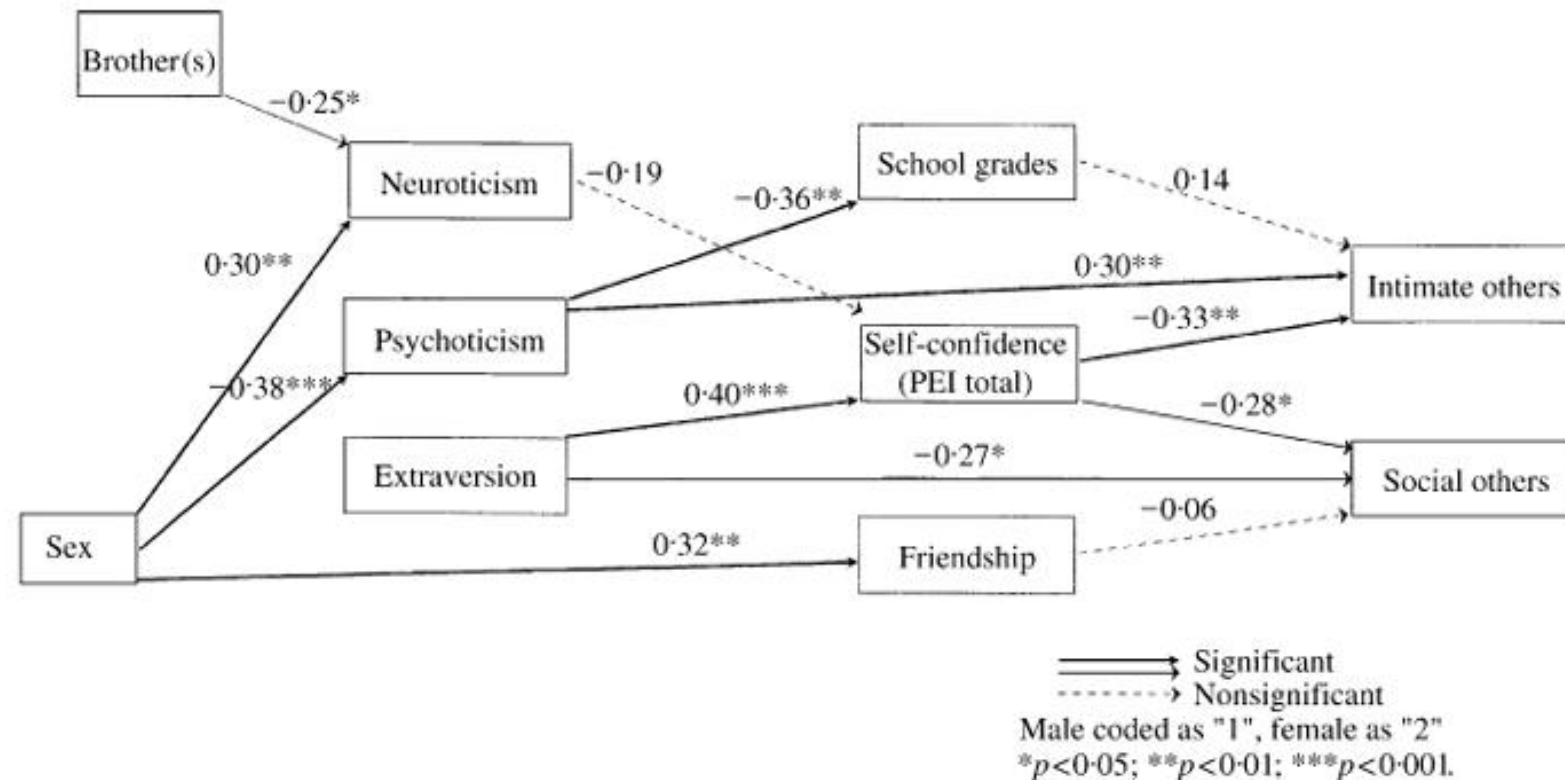
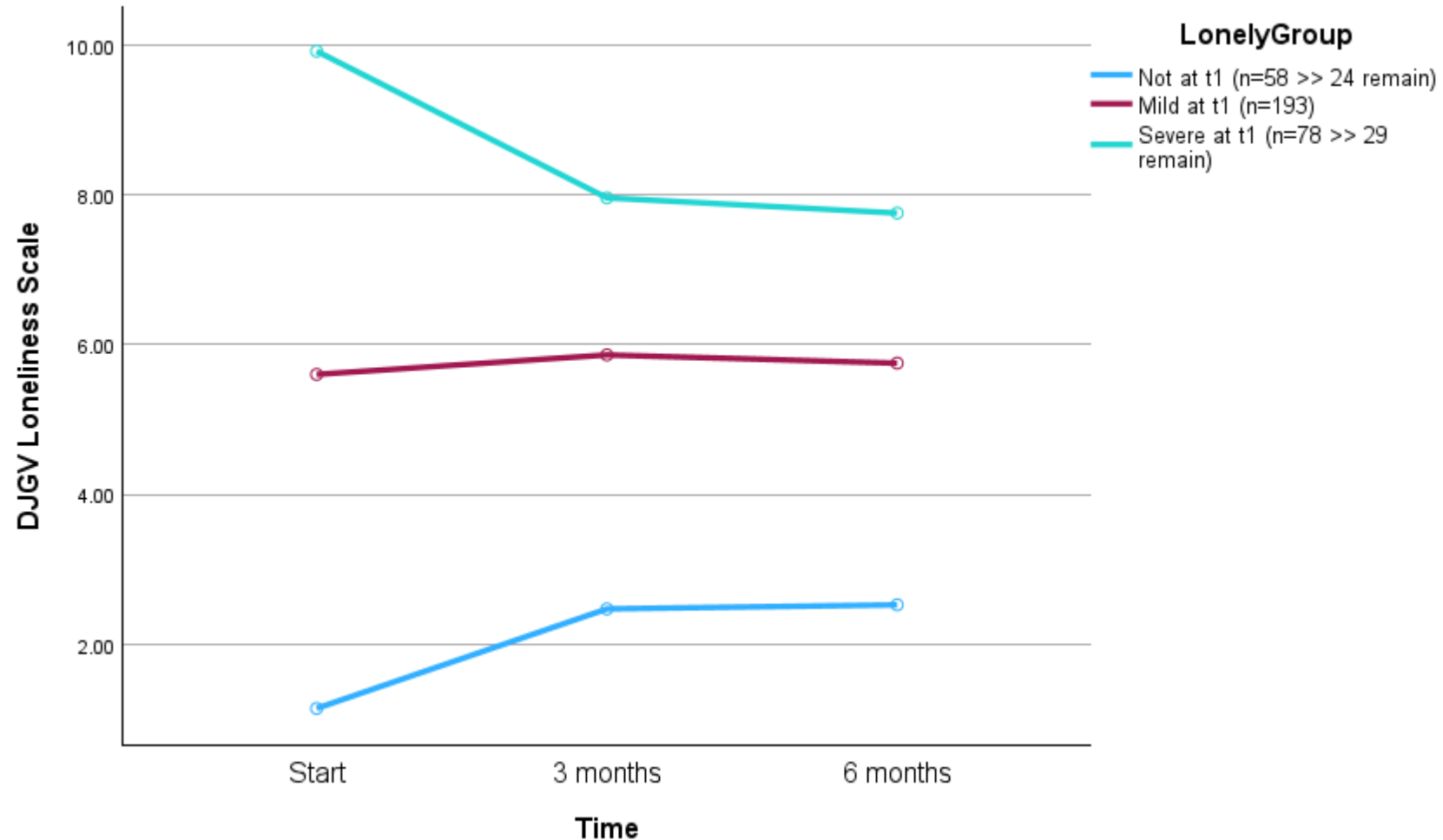
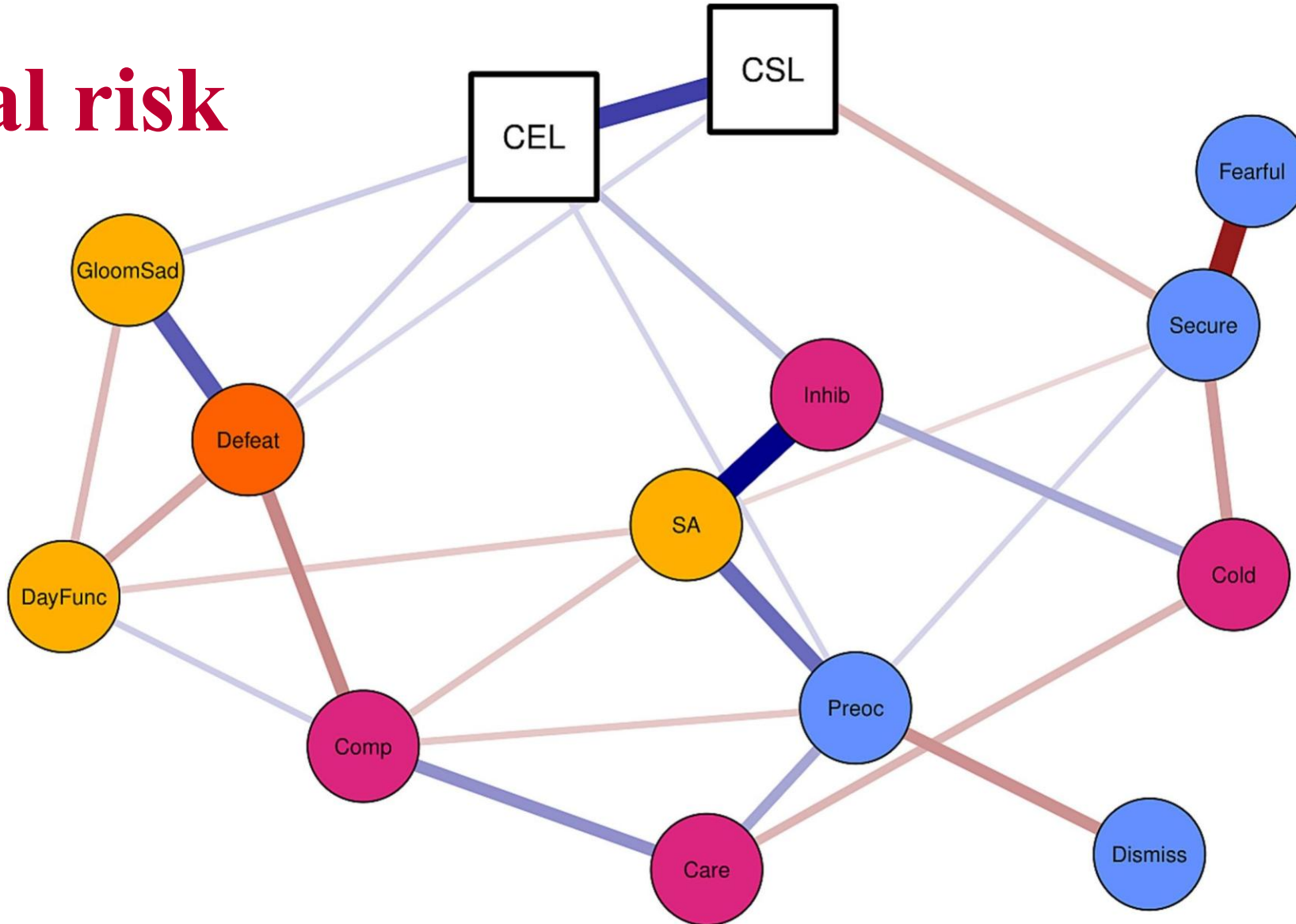


Figure 2. Regression analysis. Predicting loneliness (UCLA LS) from self-confidence (PEI), friendship, personality (EPQ) and demographic variables.

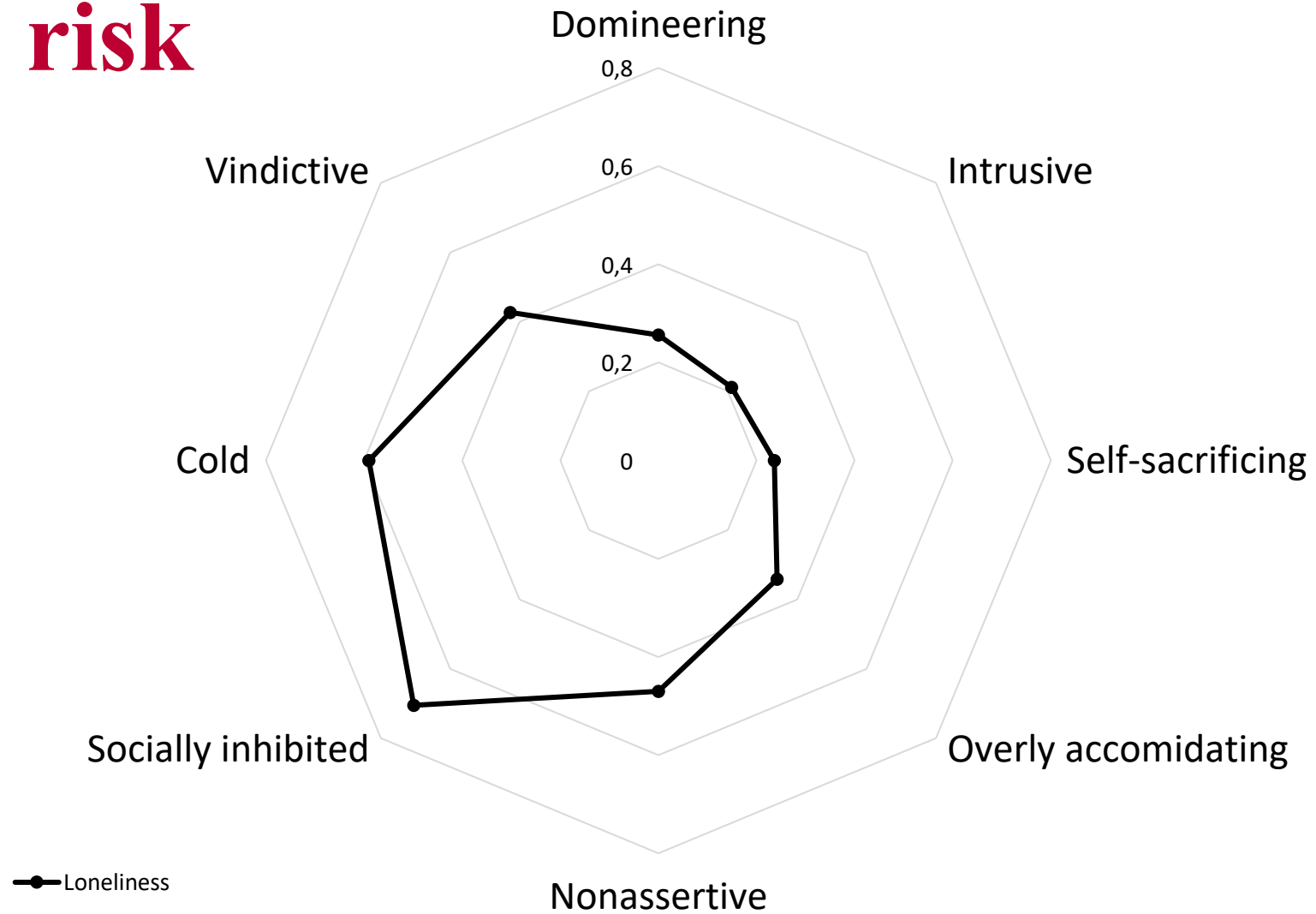
Internal risk



Internal risk



Internal risk



External risk

OUT OF OUR CONTROL

- Age
- Education level

TO TAKE INTO CONSIDERTATION

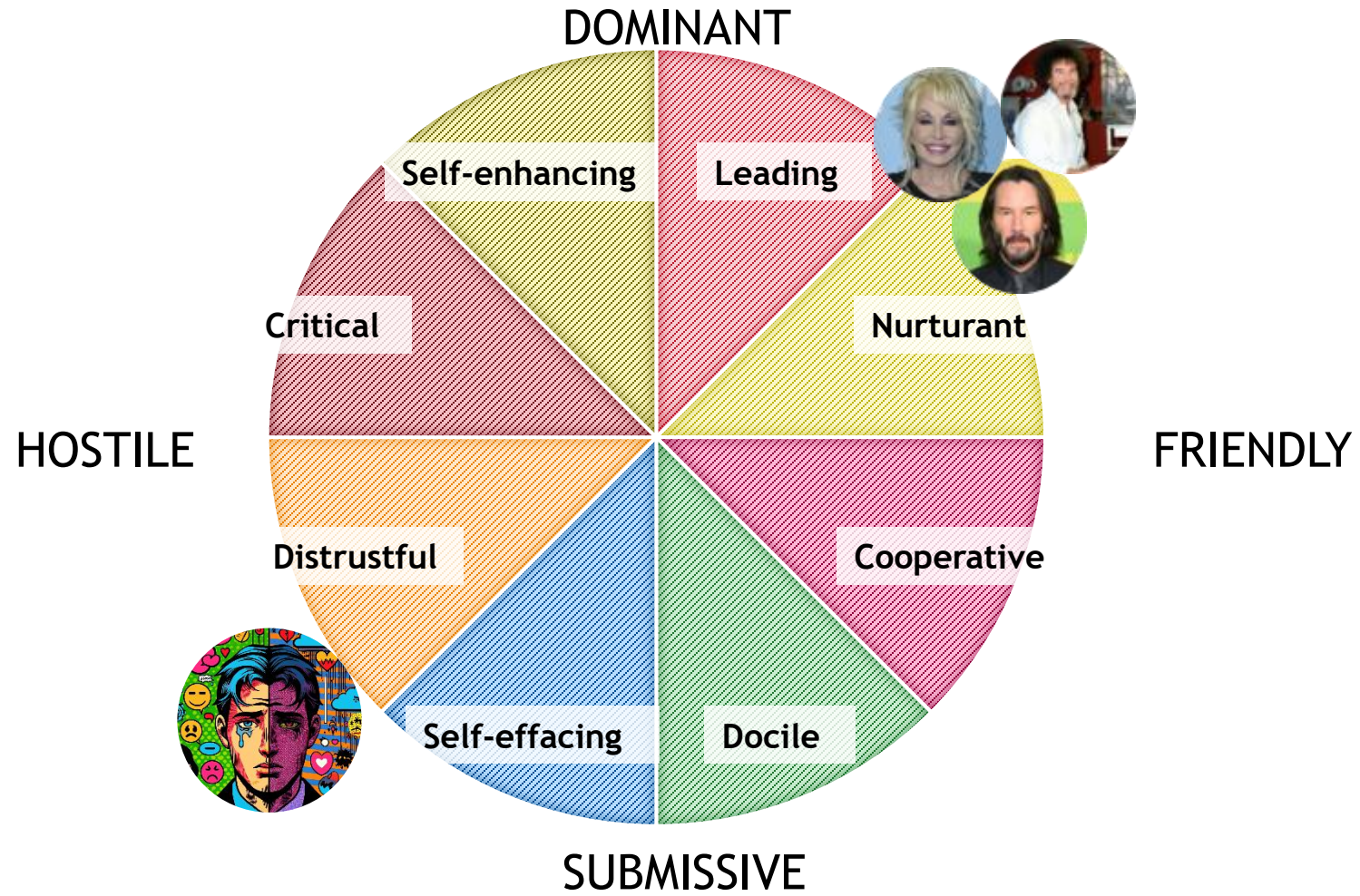
- Transitional life events
- Mismatch with environment
- Discrimination/exclusion
- Income
- Living alone

Summary

Social loneliness related to

- Not fitting in with the current environment
- A lack of self confidence and trust in others (secure attachment)
- A lack of extraversion
- Protective behavior (withdrawn, inhibited).





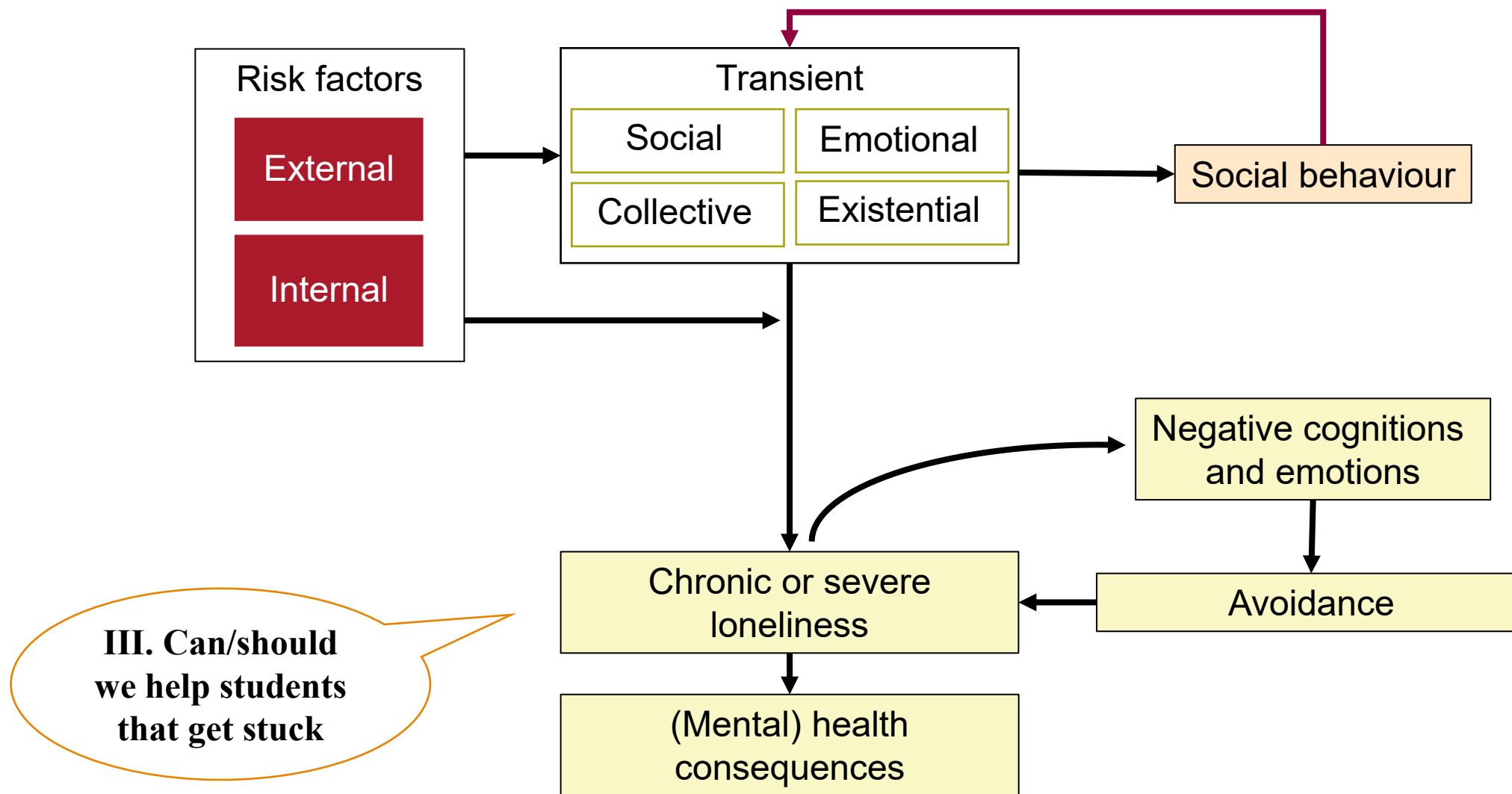
Implication

How can we redesign our classroom environment, introductions, and assignments so that:

- I. These students feel safe enough to reduce protective behaviours; and
- II. Opportunities for meaningful contact are increased, particularly for non-extraverted students and students with insecure attachment styles (i.e., students who do not have especially high self-esteem or high levels of trust in others)?

If you reflect on your own study program:

- How are introductions and icebreaker activities organized?
- Is group work used, and if so, how is it structured?
- How is the physical learning environment arranged?
- Do you make expectations explicit?
- To what extent do your own attitude and behavior create an inclusive and supportive environment for vulnerable students?



Taboo

Conversations about loneliness are essential: facilitate understanding and support the identification of appropriate forms of assistance or intervention

Loneliness is associated with shame and taboo

- Attributional models: shame when negative experiences are attributed to causes that are **internal, stable, and uncontrollable** = when they perceive their loneliness as reflecting personal deficiencies over which they have little control.
- Implication: (1) normalize loneliness; (2) help with control

Interventions

Child and Adolescent Mental Health 26, No. 1, 2021, pp. 17–33
doi:10.1111/camh.12389

Review: Alleviating loneliness in young people – a meta-analysis of interventions

Alice M. Eccles^{1,2} & Pamela Qualter²

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²Manchester Institute of Education, University of Manchester, Manchester, UK

Background: Loneliness is common among youth and is associated with poor physical and mental health, and poor educational outcomes. To date, there have been no meta-analyses of interventions aimed at reducing loneliness among young people. **Methods:** We conducted meta-analyses of single group and randomised control trials (RCTs) of studies published between 1980 and 2019, which measured loneliness as an outcome in youth ages 25 years or younger. Moderators, including sample demographics and intervention characteristics, that might affect intervention success, were examined. **Results:** A total of 39 studies (14 single group and 25 RCTs) were included, and we found evidence that youth loneliness could be reduced via intervention. Moderator analysis – including intervention characteristics, study quality and sample demographics – was also examined.

“interventions that focused on social and emotional skills yielded the largest effect size followed by those which included a psychological therapy”

NATIONAL INSTITUTES OF HEALTH

NIH Public Access
Author Manuscript

Pers Soc Psychol Rev. Author manuscript; available in PMC 2013 December 17.

Published in final edited form as:
Pers Soc Psychol Rev. 2011 August ; 15(3): . doi:10.1177/1088868310377394.

A Meta-Analysis of Interventions to Reduce Loneliness

Christopher M. Masi^{1,3}, Hsi-Yuan Chen^{2,3}, Louise C. Hawkley^{2,3}, and John T. Cacioppo^{2,3}

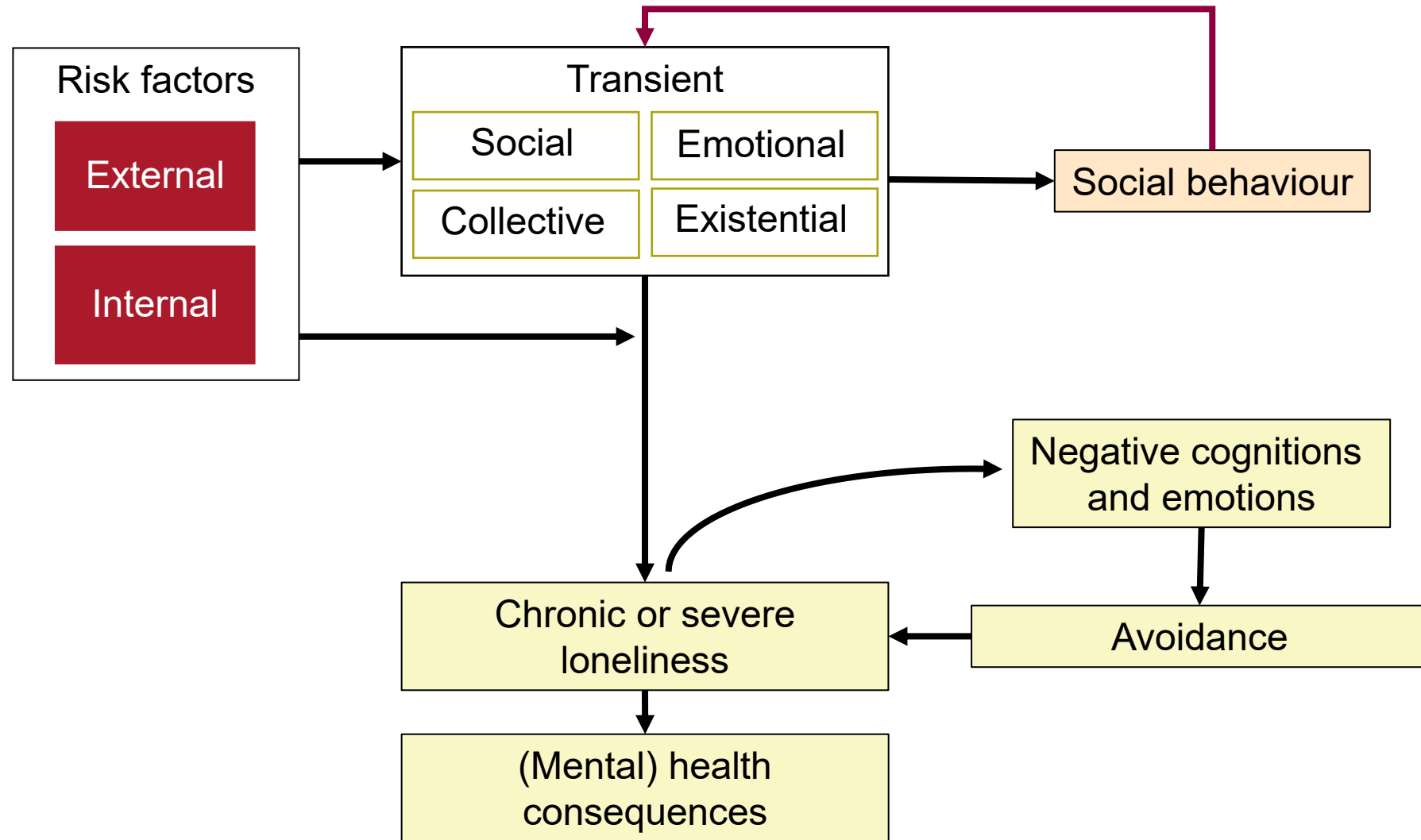
¹Department of Medicine, University of Chicago, Chicago, IL, USA
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³Center for Cognitive and Social Neuroscience, University of Chicago, Chicago, IL, USA

Abstract

Social and demographic trends are placing an increasing number of adults at risk for loneliness, an established risk factor for physical and mental illness. The growing costs of loneliness have led to a number of loneliness reduction interventions. Qualitative reviews have identified four primary intervention strategies: 1) improving social skills, 2) enhancing social support, 3) increasing opportunities for social contact, and 4) addressing maladaptive social cognition. An integrative meta-analysis of loneliness reduction interventions was conducted to quantify the effects of each strategy and to examine the potential role of moderator variables. Results revealed that single group pre-post and non-randomized comparison studies yielded larger mean effect sizes relative to randomized comparison studies. Among studies that used the latter design, the most successful interventions addressed maladaptive social cognition. This is consistent with current theories regarding loneliness and its etiology. Theoretical and methodological issues associated with designing new loneliness reduction interventions are discussed.

“particularly cognitive behavioral therapy can reduce loneliness”

17



Mental health domain – our responsibility?

Yale Online CATALOG THE SCIENCE OF WELL-BEING

The Science of Well-Being

Published: March 20, 2018 Psychology

Description

In this course you will engage in a series of challenges designed to increase your own happiness and build more productive habits. As preparation for these tasks, Professor Laurie Santos reveals misconceptions about happiness, annoying features of the mind that lead us to think the way we do, and the research that can help us change. You will ultimately be prepared to successfully incorporate a specific wellness activity into your life.

Journal of Happiness Studies (2021) 22:343–362
<https://doi.org/10.1007/s10902-020-00233-9>

RESEARCH PAPER



The Effects of a Character Strength Focused Positive Psychology Course on Undergraduate Happiness and Well-Being

Bruce W. Smith¹ · C. Graham Ford¹ · Kelly Erickson¹ · Anne Guzman¹

Published online: 18 February 2020
 © Springer Nature B.V. 2020

Abstract

This study investigated the effects of a character strength focused positive psychology course on student well-being. The Values in Action character strengths were each presented as ways to increase both individual and community well-being. There were 112 undergraduate students in the positive psychology course and a comparison group of 176 undergraduates who took other psychology courses. They all completed the *PERMA-Pro*



Laatst gewijzigd op 19-06-2026 04:22



Struggling with loneliness or making deeper connections? Get support and practical tools in a guided group setting.

Take home

- Approximately 24% of students experience severe loneliness at any given time.
- About half of these students appear to be trapped in persistent loneliness.
- Vulnerability factors are well known, and we can make efforts to reduce their effects.
- For students who are persistently lonely, CBT-based interventions are helpful.