The Systematic Literature Review of Positive Interventions For University Students

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The Systematic Literature Review of Positive Interventions For University Students

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Fizza Shah

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Abstract

Positive Psychology has pursued many Positive Psychology Interventions to explore Positive Well being. Evidence-based research has focused upon two very distinguishable areas of well being such as Eudaimonic well being (cultivating meaning, self-actualisation, existing in accordance to one's authentic self). However past evidence based research identifies the acknowledgement of student Positive well being but little research has been conducted in collaboration of Eudaimonic Interventions and Hedonic Interventions with positive interventions to cultivate optimal levels of student well being.

The purpose of this Systematic Literature Review is to add value to current research by understanding the process of positive change within student well being in the context of analysing past ten years of evidence-base research within Positive Psychology Interventions. The research method adapted a Systematic Literature Review with a PRISMA- Preferred Reporting Items for Systematic Reviews and Meta-Analyses, to determine optimal Positive well being amongst students. The findings from the Systematic Literature add to the value of Eudaimonic well being and hedonic well being discussion within Positive Psychology is a meaningful attribution to optimal student well being.

Acknowledgements

I would like to thank pioneering researchers in the field of Positive Interventions such as Dr Tayyab Rashid who inspired me to look at this area of positive psychology with great vision and inner passion to review it.

My whole motivation in pursuing my Masters dissertation is dedicated to my endearingly cherished father and mother who have been my sole purpose in pursuing this meaningful project within my life. I dedicate my dissertation to my father Syed Manzoor Husain Shah and Syeda Mumtaz Begum Shah.

I would like to thank my dissertation supervisor Dr Piers for his patience, triggering a thoughtful approach to my systematic literature review and his empathetic mentoring through the whole process of writing this dissertation. A great thank you from my heart and may you be blessed with this miraculous ability to attend to every students requirements.

Human behaviour flows

from three main sources:

desire, emotion and knowledge.

`Plato`

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Chapter 6: References

Outline Structure of Research Report

The report has been divided into the following sections:

Chapter 1.Introduction

The introduction briefly explored the Zeitgeist of positive interventions with the importance of research and the research Objective in light of the research question.

Chapter 2.Literature Review

The literature review encapsulates writings from the Positive Psychology discipline that look upon eudaimonic & hedonic happiness, well being theories, connections of happiness with well being

Chapter 3.Research Method

This chapter provides the systematic literature review process in the following five stages: stage 1 scoping, stage 2 planning, stage 3 identification, stage 4 screening and stage 5 eligibility. The whole process was conducted to select specific journals for a PRISM analysis in accordance to a research question developed and ethical considerations were made too by the researcher. Furthermore the researcher provides an insight into the SLR method with specific repeatable procedures whereby other researchers can yield the same journals.

Chapter 4. Research Findings and Discussion

This chapter illustrates the PRISMA analysis, PICOS tables and themed coded journals included.

Chapter 5. Conclusion

In chapter 5 a brief introduction of what the study found with some conclusions illustrated by cluster groups identified with the journals included, Furthermore stating the limitations that were encountered during the Systematic Literature Review with a proposed future Positive well being program for boosting student wellbeing in light of the analysis of the past ten years Positive Interventions conducted for students. Finally an understanding of positive change processes were reviewed in light of the research conducted and a self reflective account was reported too.

Chapter 6. References and Appendices

The appendices have been identified within the main body of the dissertation report and in the Appendix section too. References have been used through the report and can be found in chapter 6.

Chapter1: Introduction

1.1 Zeitgeist of Positive Interventions, Importance of Research and Research Objective

The writer was inspired by the first hand experience of conducting a person-activity fit self help measure for duration of 6 weeks as a part of a MAPP course exercise. The first hand self reflective experiences initiated an interest in positive interventions with a passion to construct an online happiness intervention for university students. Additionally being a postgraduate student herself she realised the potential benefits from such evidence based robust positive interventions and how beneficial they can be in enhancing student well being. This led the writer to inquire how past positive interventions have been conducted for the betterment of positive well being for university students.

The researcher found types of Positive Interventions the most predominant were cultural based interventions, psychotherapeutic based, social interaction, academic and life satisfaction with the emergence of mindfulness and mapping approach to enhancing student well being.

An overall perspective of Positive Interventions it to take a more bipolar approach considering the treatment of the whole person by integrating optimal levels of adaptive functioning mechanisms in relation to clinically based interventions completed**.** Our understanding of evidence-based optimal level of functioning research needs a more mapped new hybrid model of Positive Psychology Intervention needs to be developed if we are to substantially benefit from past, present and future positive well being Interventions for university students.

1.2 Framework of Systematic Literature Review Report

The writer proposes a Positive Well being Mapped program for university students by assessing their current levels of happiness and wellbeing by implementing baseline tests contributing towards a Positive Well being Positive Psychology intervention to be run over a period of 6 weeks. To develop such a Positive Psychology Intervention a review of past interventions shall be conducted in a Systematic Literature Review, results yielded through the search will be analysed in a PRISM (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) manner to see what evidence based research has been found and what further needs to be developed for a more Positive Well being for university students.

Chapter 2: Literature Review

2.1 Introduction

This introduction focuses upon looking at well being theoretical tenets, current well being directing the reader towards past positive interventions differentiated into variant positive interventions for university students and aims to develop a future positive intervention that will be optimally beneficial to university student well being. The dissertation reports objective systematic review was to look upon university students participants in particular, with the intention to review Positive Psychology Interventions, with comparisons within evidence based research identified leading to a outline of outcomes of the past interventions and noting the design of the research undertaken.

The entirety of well being theories is vast, this research focuses upon variant Positive Psychology theoretical assumptions in a more systematic manner it looks upon the following: eudaimonic/hedonic happiness, PERMA well being model, past positive interventions, person-activity fit diagnostic self help measure and the cultivation of positive well being amongst university students.

Positive Psychology has very little peer reviewed published research on happiness positive psychology interventions and its effect on university student well being. The evidence-based research on Positive Psychology Interventions has focused upon psychotherapeutic measures, life satisfaction, academic success, cultural differences in relation to university students. Subsequently it was therefore seen appropriate to link these areas of evidence based research with Positive Psychology theoretical assumptions. Prevalence of the notion of happiness has been derived by Greek philosopher Aristippus (c.435-c.356) postulated that momentary positive pleasures are true forms of happiness compared to Aristotle (384-322) advocated human flourishing as eudaimonia exhibiting virtuous activities.

2.2 Eudaimonic and hedonic happiness definition

The two differentiations of happiness can be found in the notion of hedonic well-being and eudaomonic wellbeing. The initiation of hedonic happiness can be traced to ancient Greek philosophers Aristippus (c.435-56 BCE) who advocated feeling pleasure is true happiness in comparison to Aristotle (384-322 BCE) gaining happiness can be retrieved from meaningful purposeful matters. The disparity on both notions arises as Aristotle banishes hedonic happiness as vulgar and that eudaimonic is a form of authentic happiness. Positive psychologists have paradoxical views of eudaimonia and hedonic well being, whereby theorist has accustomed common concepts offering an interrelated viewpoint on the matter (Boniwell, 2016).

Figure 1- Summary of the main Hedonic Vs   Eudaimonic theories

Hedonic Happiness		Eudaimonic Happiness	
Brickman & Campbell (1971)	Positive affect. The Hedonic Treadmill theory.	Seligman. (2001)	The PERMA model advocates flourishing in: Positive emotions, engagement, relationships, meaning, and achievement/Accomplishment.
Fredrickson. (1998)	The cultivation and collection of positive emotions.	Csikszentmihalyi. (1975)	Flow
Seligman (2005)	The concept of authentic happiness.	Maslow. (1985)	The process of self actualisation.
Lyubomirsky. (2007)	The notion of subjective happiness.	Deci & Ryan (1985)	The self determination theory.
Diener. (1984)	Tripartite model of subjective well-being.	Waterman (1993)	The notion of personal expressiveness.
		Ryff & Keyes (1995)	Six-factor model of psychological well being – actualisation, autonomy, growth, self-acceptance, life purpose, mastery and positive relatedness.
		Wong (2013).	The notion of meaning therapy and PURE model: Purpose, Understanding, Responsible Actions and Enjoyment/Evaluation.

Hedonic wellbeing is defined as a momentary pleasure that boosts temporary wellbeing. The hedonic treadmill theory refers to an adaptive behaviour such as hedonic adaption a process of retaining happiness levels, conceptualising it as "planning the good society" (Brickman and Campbell, 1971). The process was then coined as the "hedonic treadmill theory" using it as a metaphor for an individual who pursues happiness's who is required to move continuous just to stay on a treadmill (Eysenck, 1990). Other theorist define hedonic well being is a momentary experience of pleasure and joy (Ryan and Deci,2001:Kahneman, 1999) with a prominence of a hedonic mindset (huta & Ryan, 2010) surfaces as a process of seeking pleasure, being carefree and experiencing comfort. Diener (1984) proposes a tripartite model for subjective well being that advocates a good quality of life is an amalgamation of emotional responses and cognitive experiences. It postulates that well being has the following components reoccurring positive reactions, scarce negative responses and cognitive conclusions on life satisfaction leading towards subjective happiness.

However eudaimonic theorist Waterman (1993) postulates that happiness is a feeling of joy which is connected to a sensation of excitement, relaxation, happiness, disregard for time and being free from personal problems. The notion of eudaimonic well-being is postulated as a accomplishment of the following, living a life of virtue, acquiring meaning in life, thriving for a best version of oneself and being authentic to ones inner "daimon" (Ryan & Deci, 2001; Ryff, 1989; Waterman,1993).

Further development of the fundamental ideas has proposed many models with Ryff (1998) proposing a six factor model for psychological wellbeing, whereby the following elements: autonomy, personal growth, self-acceptance, life purpose, mastery and positive relatedness are considered as the components for eudaimonic well being. Evidence-based research has identified that better health can be accomplished by adhering to the psychological well being model tenets as a more enhanced immune system has been detected (Ryff & Singer (2000).

Waterman (1993) advocated eudaimonic wellbeing as quest for a better version of oneself coining it "personal expressiveness". He highlighted that life experiences require profound attention, adjusting ones emotional state in accordance to a feeling of special, immense feelings of consciousness and an awareness of self purpose.

Additionally proposing that eudaominic happiness activities initiate personal growth, trigger potential and creates equilibrium between challenge and competence within individuals. Comparisons can be found between theorist as Waterman's (1993) notion of personal growth has similarities to Maslow's (1968) theory of self actualisation and immense attention, keeping a equilibrium between competence and challenge are found within the flow theory also (Csikzentmihalyi, 1975). Furthermore Deci and Ryan (2000) suggest human beings are curious by nature, possess an aspiration to learn, apply one's skills, aspire to excel their current skills and are self driven in their application leading to a notion of intrinsic motivation. This process has similarities with Maslow's (1968) self-actualisation theory.

Deci & Ryan (1985) proposed the Self Determination theory that postulates human beings have three compulsory requirements: competence, relatedness and autonomy. These are considered to boost inner aspiration for self development. Consummation of these three elements leads to an elevation in intrinsic motivation, growth and personal development thus influencing psychological well-being in a positive manner. If the latter elements are hindered this will decrease the energy for actualisation to be accomplished. The components that decrease intrinsic motivation are as followed: threats, forced goals, formal instructions and those that enhance it are choice, self direction and experiences of independence (Deci & Ryan, 1985). Other studies have found that a creation of an environment that motivates autonomy, competence cultivates higher level of intrinsic motivation (Deci, Nezlek & Sheinman, 1981).Also Deci & Ryan (1985) postulated that intrinsic motivation was far more superior to extrinsic motivation as it cultivated far more enthusiasm, focus, determination, task completion, perseverance and creativity with additional feature of boosting self-esteem (Deci & Ryan, 1995). In overall personal growth, construction of potential, pursuit of intrinsic values and pursuing one's authentic inner spirit have been identified as the main themes within eudaimonic theories.

Not much consensus can be found in any connections between eudaominic and hedonic theoretical assumptions both function as autonomic theoretical entities for well being and have been researched in such a manner too. Hedonic pathways are identified as tasks that advocate positive emotive experiences (Fredrickson, 2011, Lyubomirsky, 2007) whereby eudaimonic pathways are affiliated with tasks that boost inner potential positive emotions and personal growth (Delle Fave, Maasimini

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& Basssi, 2011). Positive theorist such as Fredrickson (2011) and Lyubomirsky (2007) promote happiness-stimulating eudaimonic tasks for example nurturing social relationships, increasing flow experiences, committing to goals, practising spirituality, and acts of kindness and application of strengths. Their ideology promotes happiness as the outcome of such eudaimonic tasks as however others state that happiness is an after effect rather that an end results. Ryff & Singer (2000) have postulated that eudaomonic tasks cannot be consisted in generating pleasure. Subjective well being has been identified as a end product of eudaomonic tasks with individuals who operate higher levels of eudaimonic tasks lead to life satisfaction and more prolonged positive effect (Ryan & Deci, 2000).

Isen (2008) and Fredrickson (2003) advocate that positive emotions cultivate eudaimonic end results such as creativity and building on thought action repertoires. Leading our thoughts towards the notion that hedonia is supplementary in contributing towards eudaimonia.

Therefore it would be appropriate to consider this viewpoint as beneficial, as differing outcomes from various researchers do actually support this viewpoint (Kashdan, Biswas-Diener & King, 2008: Huta & Ryan, 2010; Henderson & Knight, 2012; Waterman, 2005).

The understanding behind pursuing a hedonic task postulates to seek pleasure or comfort, whereby the pursuit of a eudaimonic task is motivated by growth and development of personal growth. In some matters they do have common features such life satisfaction and vitality advocating that both pathways cultivate similar outcome Huta and Ryan (2010). Pursuing a happiness strategy could indeed cultivate both hedonic and eudaimonic traits within a specific task. Such are the 12 happiness strategies as followed expressing gratitude, cultivating optimism, avoid over thinking, nurturing relationships, developing strategies for coping, learning to forgive, doing engaging activities, savouring life joys, committing to your goals, practising religion/spirituality and taking care of your body (Lyubomirsky, 2007).

Wong (2012) puts forwards a notion of pluralistic and integrative meaning therapy, which entails the following concepts of meaning: purpose, understanding, responsible actions and enjoyment/Evaluation (PURE model). The purpose of meaning positive intervention therapies is to focus upon self transcendence, which focuses upon looking at challenging situations and reversing them into a pursuit towards an individual's life goals. This can be considered as a hedonic and eudaimonic activity whereby individuals who implement eudaimonic and hedonic activities have far greater well being compared to those who have one dimensional pathway thinking being either hedonic or eudaimonic pathways Huta and Ryan (2010). Gaining some clarity on hedonic and eudaimonic characteristics surfaces a better understanding of wellbeing leading us to a notion of a more integrated approaches which maybe the route towards The Good Life. The notion of a good life has implications for one's own levels of happiness with positive psychologist such as Seligman advocating that authentic happiness (2003) a hedonically orientated theory with a pursuit to accomplish happiness and boost life satisfaction. An expansion on these core foundational beliefs he amalgamated and further developed as PERMA theoretical model with the insight of hedonic (positive emotions) and eudaimonic orientations (engagement, meaning, positive relationships, and accomplishment) all tenets of a pursuit of a flourishing life.

By discussing hedonic and eudaimonic viewpoints and comparisons in depth, the next few sections shall concentrate on theories that create flow, positive interventions, mindfulness and the mapping approach for positive interventions. These theories and evidence based research shall give more comprehensive insight into the nature of happiness and positive interventions and references shall be made with the findings section.

2.3 PERMA definition of well being

Seligman (2011) the founding father of positive psychology proposes a PERMA model of flourishing and advocates the following elements as the tenets of wellbeing: positive emotions, engagement, relationships, meaning and achievement. The model encompasses both eudaimonic viewpoints: engagement, relationships, meaning, achievement and hedonic viewpoint: positive emotions characteristics of well-being.

The pursuance for happiness is an instinctual evolutionary adaptive thought process whereby an abundance of evidence based research supports the notion resonates with the aftermath effects as superior health, higher income and stronger relationships (Lyubomirsky, King, & Diener, 2005). In William James words (1842-1910, chap.2.) "How to gain, how to keep, how to recover happiness is in fact for most men at all times the secret motive of all they do, and of all they are willing to endure". Directing us to a better understanding of higher human functioning abilities and the routes to whereby accomplish better well being.

It befits the PERMA model quite nicely directing the individual towards a framework in which happiness is achievable and realistically doable too. Profound research advocates that happy people adopt variant adaptive strategies to construct one self , others, social, comparison, decision making and self-reflection (Liberman, Boeham, Lyubomirsky, & Ross, 2008, Lyubomirsky, Boem, Kasri, & Zehm, 2008, Lyubomirsky & Ross, 1997, 1999, Lyubomirsky, Tkach, & DiMatteo, 2006: Lyubomirsky & Tucker, 1998, Lyubomirsky, Tucker, & Kasri, 2001, Schwartz et al., 2002). Evidence based research has analysed that happy people perception of their life experiences as far more positive and pleasant in the moment, in recollection of the experience (study 1, Lyubomirsky & tucker, 1998; cf. Seidlitz, Wyer, & Diener, 1997). Happy people take their positive perception into themselves, friendships, recreation, self-esteem, energy levels and purpose in life (Lyubomirsky, Tkach, et al,. 2006: Lucas, Diener, & Suh, 1996; Ryff, 1989).

The notion of social comparisons advocates a consensus on social comparisons that happy people pay less attention on others performances be it negative or positive (Lyubomirsky & Ross, 1997). A amalgamation of all findings has postulated a very imperative sustainable happiness model postulating that happiness is determined by three factors ones set point 50%: genetically determined individual differences, life

circumstances 10%: life experiences and intentional activities 40%: activities that one engages in thought out activities (Lyubomirsky, 2007). The formation of happiness is derived from the intentional activities aspect of the model whereby 12 happiness strategies are proposed as possible activities. These are as followed expressing gratitude, cultivating optimism, avoiding over thinking/social comparisons, practising acts of kindness, nurturing relationships, developing strategies for coping, learning to forgive, doing more flow activities, savouring life's joys, committing to your goals, practising religion/spirituality and taking care of your body (Lyubomirsky, 2007). Evidence based research reinforces the happiness interventions entailing intentional activities show efficacy in boosting and sustaining happiness (Fordyce, 1977, 1983).

The Zeitgeist of well being steers us towards the initial pioneering research by Fordyce found individuals have the potential to boost levels of happiness through positive intervention programs, and went on to discover the efficacy of these programs were initiated by the moderators and mediators (Lopez & Snyder, 2009). Evidence based research for example a randomized controlled intervention for behavioural intentional activities over a 10 week period boosted self-regard, positive social interactions towards others (Boehm, Lyubomirsky, & Sheldon, 2008).

2.4 Emotional states and wellbeing

The notion of emotional intelligence EQ termed by Daniel Goleman (1995) signifies the process of identifying and self regulating one's emotions and of others too. The Mayer-Savey-Caruso model conveys four major facets of emotional intelligence, perceiving emotions, facilitating thinking, understanding ones emotions and managing ones emotions (Boniwell, 2006).

The cultivation of positive emotions theory the "broaden and build theory" provides an evidence based framework to understand the process of cultivating positive affective experiences for long lasting personal development (Fredrickson, 2000). The broaden and build theory triggers a five stage process a thought-action procedure ignited by positive thoughts resulting in a positive action, positive emotions abolish

negative emotions, positive emotions boost resilience, build psychological wellbeing and build an upward enhanced emotional wellbeing (Boniwell, 2006).

Positive emotional coping in Levenson's words is the process which (1994) "alter attention, shift certain behaviours upward in response hierarchies and activate relevant associative networks in memory, "furthermore activate bodily milieu that is optimal for effective response" (p.123). This positive interpretation of emotional coping has been incorporated into practical and emotion focused approach implemented within a clinical framework as emotion-focused therapy (EFT) (Greenberg & Watson, 2006).

Two distinctive emotional coping approaches have emerged EP emotional processing and EE emotional expression. EP attempts to acknowledge, explore to understand emotions and whereby emotional expressions aims to communicate verbal/non verbal emotional experiences (Lopez & Snyder, 2009). Evidence-based research has shown that the exertion of EE and EP coping strategies steers individuals towards positive implementation of problem-focused coping and pursuing social support (Stanton, Danoff-Burg et al., 2000: Stanston, Kirk et al., 2000). There is a great consensus that expression of emotions is very beneficial in amidst of challenging situations as processing negative emotions (Lieberman & Goldstein, 2006, Trierweiler, Eid & Lischetzke, 2002).Evidence based research supports the notion that theses emotional approaches cultivate positive emotional experiences (Lieberman & Goldstein, 2006; Trierweiler, Eid, & Lischetzke, 2002, Folkman & Moskowitz, Fredrickson, 2001).

The beneficial factors of adaptive emotional coping mechanisms gives rise to goal clarity and perseverance acting as a mediator between aspiration hope with clear pursuit (Stanton, Danoff-Burg et al., 2000).

2.5 Psychotherapy and wellbeing

Clinicians report that negative memories are more fixated upon rather than positive emotions which are more transcended (Lyubomirsky, Cadwell, & Nolen Hoeksema, 1998) psychotherapy has been successful in tackling psychopathological matters (Leykin & DeRubeis, 2009; Castonguay, 2013). The imperative function of psychotherapy is to diminish negativity and to acknowledge that the human mind has tendencies to respond to negativities (Rozin & Royzman, 2001; Williams, Gatt, Schofield, Olivieri, Peduto, & Gordan, 2009).

Positive Psychotherapy has three assumptions: one being that mental disorders are a combination of social factors, mindset and behaviours. Whereby psychotherapy yields a supportive human connection is required to restore the damaged individual (Wood & Johnson, 2016). The second assumption is strengths and positive emotions are authentic for them to reside in ones positive emotional capacity. The third assumption is that effective therapeutic relationship between client and therapist incorporates positive characteristics with positive experiences. With further developments within this area conveys the need to listen, emphasise thus building trust by instilling some hope within clients (Scheel, Davis and Henderson 2012).

Positive psychology therapy is derived from the 5 core foundational basis of PERMA: positive emotions, engagement, relationship meaning and accomplishments, these elements further conceptualise the notion of happiness and well being for individuals (Seligman, 2002, 2011). Research supports this notion further elaborating that fulfilment in three of the prior elements results in lower depression and higher life satisfaction (Vella-Brodrick, Park, Peterson, 2008; Sirgy & Wu, 2009; Headey, Schupp, Tucci, & Wagner, 2010; Lamont, 2011; Bertisch, Rath, Long, Ashman, & Rasid, 2014). In addition research has brought to light that recalling positive memories is vital in regulating moods (Joormann, Siemer, & Gotlib, 2007). Thus positive memories facilitate the process of positive therapy to proceed to make a therapeutic difference within the individuals well being (Fitzpatrick and Stalikas 2008).

Positive interventions entail indentifying and using your strengths completing online measures such as the Values in Action (VIA) (Peterson & Seligman, 2004: 240 items) with further coaching top 5 strengths were implemented within their lives. Whereby within positive psychology therapy counsellors facilitate the client to spot development of their strengths that conveyed within their accomplishments, experiences, anecdotes, stories and their skill set (Rashid & Ostermann, 2009). Clients are encouraged to self reflect upon the authenticity of their known strengths thus reporting any sense of elevation in mood (Seligman, 2004). The importance of goal setting for clients is in accordance to collaboration and adaptability within adhering to situational needs (Schwaqrtz & Sharpe, 2006; Biswas-Diener, Kashdan, & Minhas, 2011). Furthermore the acknowledgement of negative emotions is important and is conveyed in differing ways within different cultures (Parrott, 2014).

2.6 Academic success/ life satisfaction and happiness

The notion of happiness and well being are complimentary and research leads us towards the notion of subjective well-being (SWB) it refers us towards lives in cognitive/affective terms. The notion of subjective wellbeing is made up of the following facets satisfaction with life and the affect of satisfaction.

The whole notion of happiness theoretical assumptions has been identified into the following categories need /goal satisfaction, process/activity and genetic/character traits theories. The early wave of theories includes Freud's (1933) pleasure principle and Maslow's (1970) hierarchical needs. Evidence based research found some interesting facts about life satisfaction and happiness. The attainment of individual needs has been associated to positive life satisfaction (Sheldon, Elliot, Kim and Kasser, 2001). Need based theorist found that when primary needs are attained happiness is obtained whereby activity based theorists identified that the process of engagement within an activity is the core to obtaining happiness leading us to the experience of flow moments (Csikszentmihalyi , 1975). In addition trait theorist reported stability in life satisfaction even with variations income (Seidlitz and Diener, 1993). Goal researchers explain positive progress towards goals as indicators of

positive well being, whereby we understand the core facets of subjective well being as the need for satisfaction in accordance of a pleasurable activity (Brunstein, 1993, Emmons, 1996).

Researchers found changes in life events showed no variation in life satisfaction in comparison to those who reported stability within their life events (Zonderman, 1987, Schimmack & Oishi, 2005). Some theorist advocates that individuals have a receptive adaptability to change and are biologically determined by set points they adhere to (Headey & Wearing, 1992). The issue of age has been associated to subjective well being it has been reported minor changes within life satisfaction (Mroczek, 2001) in a 40 nation study it was found pleasant affect identified a downward trend in cohesion to life satisfaction in comparison to unpleasant affect showing minute changes (Diener and Suh, 1998).

Analyses of happiness outcome research has found that happy people were in stable relationships with assessment at one point was an indicator of a positive outcome (Lyubomirsky, King, and Diener, 2005). In contrast it was found that the highest educational achievements were obtained by people moderately happy. Suggesting for optimal achievement and income you are acquired to be moderately happy, whereby if you are happier then you have more success in romantic relations (Oishi, Diener, & Lucas, 2007). The subsequent efficacy of positive interventions found that just by imitating optimal behaviours led to increases in happiness with lasting effects (Fordyce: 1977, 1983).

2.7 Social interaction with Positive intentions and wellbeing

The notion of emotion has been defined as "a strong feeling, usually involving physiological changes" within the Oxford English Dictionary (2015). Others such as Campos & Keltner (2012) define the process of experiencing an emotion as "a brief, automatic reaction to personally relevant stimuli". The context of emotions within positive psychology has been divided into two key areas of research as theories of positive emotions (Fredrickson, 1998, 2001, 2009) and sportive affect (Isen, 1987). Positive psychologist Fredrickson highlighted 10 positive emotions as: joy, gratitude, serenity, interest, hope, pride, amusement, inspiration, awe and love.

The researcher analysed how negative emotions were focussed upon more as they were much easier to acknowledge than positive emotions. The building and broadening of positive portfolios also proved to be a very effective toolkit for cultivating positive emotion.

Researchers investigating negative emotions found negative emotions restricted individuals responses to flight or flee moments and that positive emotions cultivate thought action tendencies that broaden a individuals mindset whereby the process is coined as the "broaden and build" theory (Fredrickson, 2003). This process is an accumulation of physical, intellectual, social, psychological resources leading to a more fully accomplished mindset with a whole spectrum of imperative resources. Fredrickson postulates that the mindset associated with the positive emotion of interest creates a thought action tendency of exploration with learning consequential to knowledge. Furthermore amusement is seen to attribute a thought action tendency of sharing joviality, laughter and cultivating social bonds. She also identifies patterns in positive emotions coined as the "upward spirals of positivity" postulating individuals who are more acquainted to positive emotions have more superior opportunities of experiencing similar positive emotions in the future. The addition of positive emotions can be contagious to others too. An example of this would be whereby an individual conducts a good deed for another leading to a positive feeling of pride, in the process the other individual would feel the positive feeling of gratitude bringing into existence a series of chain reactions (Fredrickson, 2003).

The most profound positive affect researcher Isen noted from many studies (1987, 1993, 2000, 2005, and 2008) that the beneficial effects of it were as follows problem-solving, decision-making, promptness within the individuals thought process on completing a difficult tasks, increased efficacy, cultivating creativity, excelled decision-making ability and being very ingenious. It was further advocated that positive affect enables individuals to become adaptable to focused tasks and broad thinking (Isen, 1987, 2000, 2008). In addition the ambience of positive affect is that encompasses generosity, helping behaviours, socially attentive in being more friendly and kind.

Overall much concurrences have been identified in the consequences of positive emotions and positive affect by Isen (1987,1993,2000,2005,2008) and Fredrickson (1998, 2001,2003,2009) advocating that cultivating creativity, prompting a desire for social interaction, relatedness and widening the process of an individual's thought action repertoire. All of these elements facilitate eudaominic ideology (Ryff & Keyes, 1995; Waterman, 1993, Seligman, 2011). It could be proposed that integration has formed between hedonic and eudemonic activities, as positive emotions (hedonic) cultivate an inner passion within individuals to exhibit eudemonic activities.

2.8 Cultural differences and wellbeing

In an African American study of 162 adults found an aversive relationship with EAC (Emotion Approach Coping) with alexithymia highlighting challenges in processing emotions (Peter, 2006). In exploring subjective wellbeing in context of cultural differences profound support has been identified with the factors that contribute towards individual happiness (Diener el al., 2003; Suh & Koo. 2008). In contrary to harmonious relationships and social support with life satisfaction are detected within collectivist cultures rather than individualistic (Kwan, Bond & Singelis, 1997). It has been found that engaging emotions such as happiness are recurrently occurring within Japanese in contract to Americans. However disengaging emotions of pride are more associated with people within Japan rather than people in America (Kitayama, Mesquita, & Karaswa, 2006). More influential differences can be detected in accordance to being with friends amongst Japanese and Indians in comparison to Americans to being alone (Oishi, Diener, Scollon, & Biswas-Diener, 2004). Wealth, justice and trust have been found to be mediators for cultural differentiations within happiness levels (Tov & Diener, 2008).

Future research within the area of cultural differences and subjective wellbeing identify a concern of how online experiences could be open to authenticity issues. Directing us towards questioning to what extend are these experiences true and what processes are entailed in how people perceive themselves (Oishi, 2002; Scollon, Diener, Oishi, & Biswas-Diener, 2004).

A categorization catalogue should be developed to report valid and evidence based self help reports for positive wellbeing (Ryff et al., 2006). Furthermore a more thorough understanding should be established within the developmental area of processes for subjective well being exploring the notion of "when" and "to whom" in context of a life event leaving an ongoing impact upon the individual (Caspi et al., 2003). A more thorough longitudinal study should be conducted to explore society and culture with a more macro approach looking upon political, economical and cultural systems within society (Lopez, Snyder, 2009).

Future research should look to answer the following research question in light of understanding subjective wellbeing: at what point is happiness effective and at what moment is it not? , In what cultures is it helpful and in what cultures is it not helpful? Can a robust subjective well being measure be developed that is beneficial in comparison to psychometric tests? With additional questions that how is that by exploring genetically predispositions in relations to subjective well-being a association can be found in relation to individual differences such as personality traits, interpersonal attributes and societal phenomena's?.

2.9 Mindfulness and wellbeing

In poetical terms mindfulness is "your living ...determined not so much by what life brings to you as by the attitude you bring to life" (Khalid Gibran, 2007). Mindfulness is a three part process of intention: knowing why we do what we do, attention: being attentive in your observations of experiencing a moment and attitude: is conveyed while paying attention to the moment of experience (Wood & Johnson, 2016). The process of cultivating mindfulness can be differentiated into two forms of practices formal and informal. The formal practice enables the implementation of mindfulness in everyday life and the informal practice is generalised learnt behaviours from everyday experiences.

Research into the efficacy of mindfulness interventions found added value of interventions such as MBSR training to psychotherapy for a group of outpatients and found MBSR group with greater beneficial goal achievement with quicker terminate therapy (Weiss, Nordlie and Siegel, 2005).

A more integrated approach is recommended for clinicians to incorporate positive with negative emotions for bettering ones wellbeing (Wood & Tarrier, 2010). The core foundation of mindfulness is structured on human experiences being a notion of cause and effect with a clear connection between both (Shapiro & Carlson, 2009). The challenges in one's life cultivate a seed for more beneficial wisdom, peace, clarity and well being. By implementing rainbows of human emotions enhances clinicians as well as those who seek positive well being (Wood & Johnson, 2016).

The three core tenets of mindfulness are intention: a sense of direction, attention: feeling a moment-to-moment experience and attitude: this is triggered by intentionally paying attention. By practicing mindful practices it becomes a part of everyday life by experiencing the moment in a curious, loving and accepting way. Evidence based research suggests Mindfulness-based cognitive therapy (MBCT) a mindfulness- based intervention that has been advocated for its proficiency in dealing with patients with depression (Wood & Johnson, 2016). Others have found CBT far superior in comparison to MBSR training(Koszycki, Benger, Shlik, & Bradwejn, 2007) however others found no differences in psychological distress but however in goal achievement the MBSR approach proved more beneficial (Weiss, Nordlie, and Siegel, 2005). Concluding that life has many complexities and what mindfulness advocates is that we must be open to experiencing the moment in life, so we can regulate it so not be overwhelmed by it (Wood & Johnson, 2016). So in Viktor Frankl (1984) words "In that space is our power to choose our response there is a space,"

The notion of mindfulness and wellbeing is a collaborative process of "human wellness is at once about the mind and the body and their interconnections" pg 2 (Ryff and Singer 1998). Enhancements in immune system functioning are thought to be imperative indicators of physiological facets of health and well being (Lopez & Snyder, 2009). Evidence-based research found significant increases in 8-week Mindfulness-Based Stress Reduction (MBSR) program (Davidson et al., 2003) with further positive effect of the program was found among cancer patients (Carlson, Speca, Patel & Goodey 2004).

2.10 Mapping approach and wellbeing

An extensive roadmap has been developed (Lambert, Passmore and Holder, 2015) to highlight well being orientations.
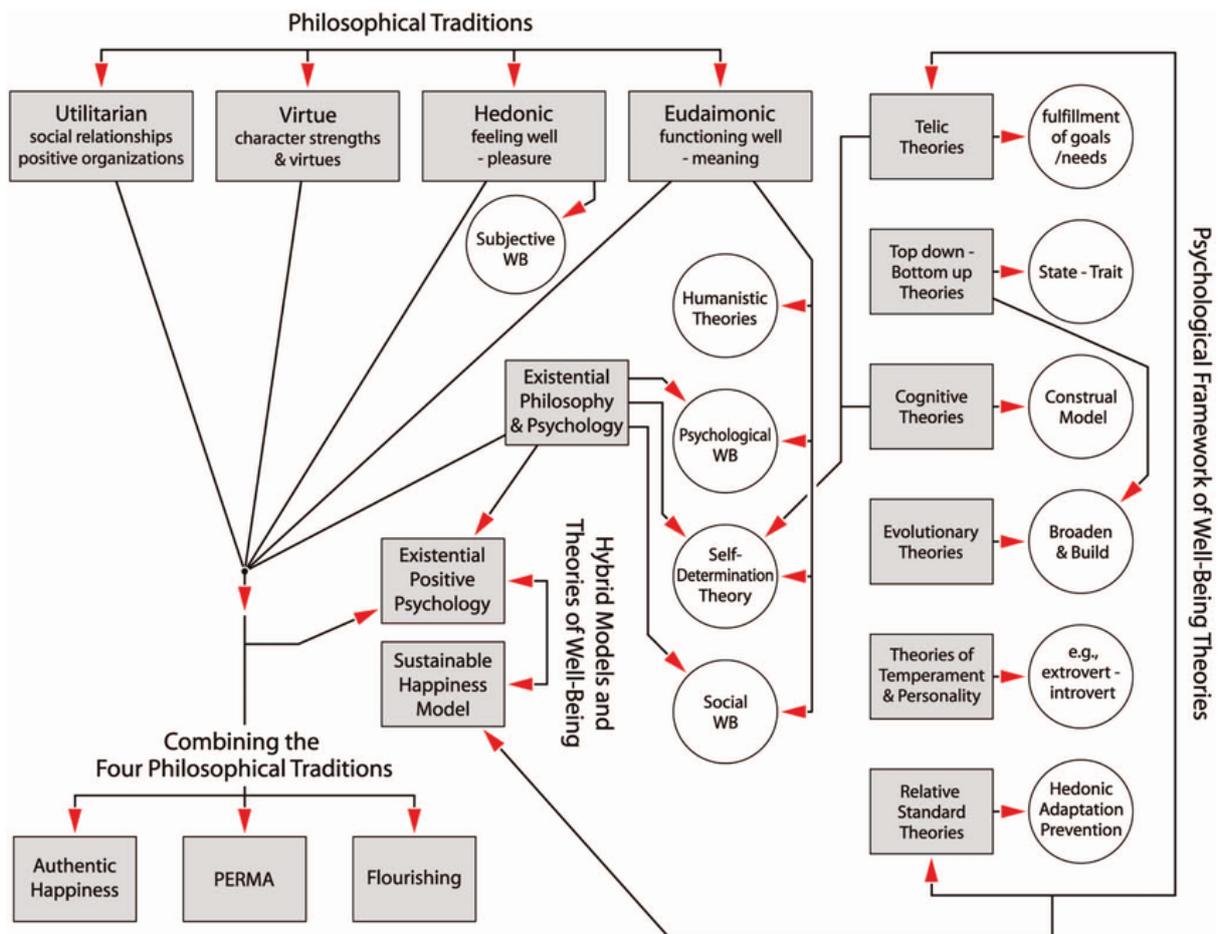
2.11 Process of change

Table 2. Summary of Change Process Techniques (adapted from Changing for good, p33)

Pro cess	Goals	Techniques
✚ **Countering.**	Substituting alternatives for problem behaviours.	Relaxation, desensitization, assertion, positive self statements.
✚ **Social Liberation.**	Increasing social alternatives for behaviours that are not problematic.	Advocating for rights of repressed, empowering, Positive Interventions.
✚ **Emotional Arousal.**	Experiencing and expressing feelings about ones problems and solutions.	Psychodrama, grieving losses, role playing.
✚ **Consciousness arousing.**	Increasing information about self and problem.	Observations, confrontations, interpretations, bibliotherapy.
✚ **Self evaluation.**	Assessing feelings and thoughts about self with respect to a problem.	Value clarification, imagery, corrective emotional experience.
✚ **Helping Relationships**	Accessing help of others who care.	Collaboration of therapeutic group's social support.
✚ **Commitment**	Acting upon a belief and being active in making the change.	Decision making therapy with a solution based mindset.

2.12 Summary

In summary positive hedonic and eudaimonic happiness seeks positive outcomes and evidence based research reinforces this (figure 1). Positive perma model offers an optimal well being framework with much evidence based research supporting the tenets of wellbeing. Positive emotional states differentiate into emotional intelligence, emotional processing, emotional expressions with excessive evidence based research reforming these notions. Positive psychotherapy resides within social factors, mindset, behaviours with evidence based highlighting therapy as a positive intention with positive outcomes. Positive interactions

Positive academic success, life satisfaction, has been reviewed in terms of goal satisfaction process, genetically predisposition and evidence based research has stated that adaptive skills have helped with these positive intentions. Positive cultural differences have identified healthy relationships, social support as indicators and evidence based research associates certain personality traits to certain cultures. Positive mindfulness is a three part process intention, attention, attitude and evidence based research is supportive to the three part process. Positive mapping approach is a newly developed are with little research however conducive outcomes have been found. Sign posting us towards the notion of changing unhealthy behaviours for healthy behaviours.

Chapter 3:

Research Method of a systematic Literature Review

3.1 Introduction

The purpose of a systematic review is 'to identify, appraise and synthesize all the empirical evidence that meets pre-specified eligibility criteria to answer a given research question' (Cochrane definition, pg 2, 2013). The intention of the anticipated research is to aim to investigate positive wellbeing for university students and to shed some light upon the importance value of a person-activity fit diagnostic assessment in context of evidence based positive interventions conducted.

To enable this research to be implemented, an initial systematic literature review will be undertaken, as an in depth method of understanding university student well being in accordance to evidence-based positive psychology interventions conducted. Leading to a formation of positive happiness intervention to be considered for future research thus allowing a person-activity fit self help measure to exclusively advocate positive well being amongst university students into an applied positive psychological manner. The information gathered shall be analyzed in a PRISM context (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) manner in accordance to the following research question: Do online self help positive happiness interventions cultivate optimal levels of well being amongst university students?

The process of a systematic literature incorporates the following five stages:

- ➤ 3.2 Scoping.
- ➤ 3.3 Planning.
- ➤ 3.4 Identification,
- ➤ 3.5 Screening.
- ➤ 3.6 Eligibility.

3.2 Scoping

While developing your research question you should take the following steps into consideration:

1. Recognize some main themes: Positive Psychology Interventions, Wellbeing and University students.

2. Identify your main goal and purpose of research: Better understanding of Positive Psychology Interventions and to develop an online Positive Psychology evidence-based Happiness intervention for University Students.

3. Read around the topic, preferable a Meta analysis into the main feature of the subject area of interest: reading from Positive Psychology in a nutshell, Positive Clinical Psychology and The How of happiness.

4. Then construct a preliminary research question. How to enhance positive wellbeing for university students?

5. Develop your research question: Do online positive interventions cultivate optimal levels of well being amongst university students?

6. Confer with your supervisor and then develop your final research question for your systematic literature review: Thus leading to your research question: Do online self help positive happiness interventions cultivate optimal levels of wellbeing amongst university students?

3.3 Planning

The planning process entailed fragmenting the initial research question into in to six research items (see figure 1.) initiating a systematic exploration of the research question with a preference for peer reviewed positive psychological interventions with university students within the last ten years.

Figure 1.illustrates the planning process

Collaborative search 1   *Collaborative search 2*

Articles	Search term 1,2,3,	Search term 4,5,6,	Total
	1.Positive Psychology Interventions	4.Person-activity fit diagnostic	
	2.Wellbeing or Wellbeing or Wellbeing	5. Happiness	
	3. University students or college students or undergraduates	6. University or college students or Undergraduates.	
Psyarticles	57	3	60
PsyInfo	0	0	0
Total	57	3	60

3.4 Identification (Searching)

A systematic review protocol was undertaken, the Ebscohost an online reference system using a shibboleth log in Uk Higher Education was accessed through the Bucks New university Blackboard system, via the university registration system, which allowed access to full text databases, such as the Psyarticles and Psyinfor databases for a systematic exploration.

The identification process entailed looking into two databases PSyArticles and Psyinfo using the following terms in two collaborative searches. Collaborative search one implemented the following search terms in one search: Positive Psychology Interventions, Wellbeing or Wellbeing or Wellbeing and University students or college students or undergraduates. Collaborative search two utilised the following terms: Person-activity fit diagnostic, Happiness and University or college students or Undergraduates.

A systematic research criteria was followed for the two collaborative searchers which entailed a two part identification process with the first are the search options and then the special limiters for the two databases chosen (Psyarticles and Psyinfo). The search options search was as followed: smart text searching, full text, scholarly (Peer Reviewed) Journals, publication status : all, published dates: 2007-2018, publisher: all, age groups: young adults 18-29, population group: human, methodology: all, classification codes: all, document type: journal article, supplementary materials: all. Secondly for Psyinfo special limiters were as followed: publication status: all, publisher: all, exclude book reviews and special limiters for Psyarticles were as followed: publication status: all, publication type: peer-reviewed journal, language: English, intended audience: psychology: professional & research and book type: all.

3.5 Screening (PRISM Preferred Reporting items for Systematic Reviews and Meta-Analyses)

The process of identification found 60 articles from the following database Psyarticles and no articles were found following the collaborative search from the Psychinfo database.

A PRISM (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) approach was implemented for this piece of research excluding a quantitative Meta analysis approach (refer to figure 2 in preliminary conclusions). Screening was eliminating in the following manner, duplicate articles, non English articles, children based positive interventions, non full articles and college student articles.

3.6 Eligibility

The eligibility of journals was further screened through age of participants, positive interventions implemented, positive happiness articles and university student based research.

Ethical Consideration: Systematic Literature Review (SLR).

Ethical considerations for a systematic review adhere to the Cochrane Library general rules Dare: Database of abstracts of reviews and CENTRAL: Cochrane Central Register of control Trials. Each Cochrane review identifies an intervention for a specific healthcare problem. The reviews focus upon the following:

1. Transparency.
2. Protection of human subjects.
3. 3. Flagging suspecting plagiarism.
4. 4. Ensuring accuracy.

Acknowledging organizational robust authorship guidelines for databases is imperative, as for this piece of research the Psyarticles guideline practices state:

1. Comprehensive cover.

2. APA, Canadian Psychological Association and English Language journal from Hogrefe Publishing Group are included within the database.

3. Publications are scrutinized under the supervision of esteemed scholars and scientist.

4. Authoritarian publication entail a peer reviewed journals process.

A colour coded themed analysis

After the collation of the 17 journals they were listed and then differentiated into a positive intervention cluster of groups and then were further defined into a process of potential changing behaviours to further differentiate the findings into a positive wellbeing mapping approach.

Chapter 4. Research Findings

4.1 Introduction of systematic Literature Review

4.2 Prism Flow Diagram

4.3 Table of search terms, exclusion and inclusion criteria's

4.4 PICOS table of finalised Journals

4.5 Main Findings

4.6 Summary of Findings

4.1 Introduction of systematic Literature Review

A systematic literature review is highly ranked valid method of research by reviewing the last 10 years of positive interventions conducted for university students/college students it has allowed an analysis of previous evidence based research to be analysed in a effective manner leading to a potential proposition of future positive well being positive intervention for university students. The systematic literature review found some common exploration of themes as followed psychotherapy & wellbeing, emotional state & wellbeing, cultural difference & wellbeing, social interaction & wellbeing, academic success & life satisfaction, mindfulness, and mapping approach to wellbeing. Which were further analysed in context of potential behaviour changes with positive intentions?

4.2 PRISMA FLOW DIAGRAM

PRISMA-

Preferred Reporting For Systematic Reviews

(Meta-analysis not included)

Research Question: *Do online self help positive happiness interventions cultivate optimal levels of wellbeing amongst university students?*

Figure 1 illustrates the PRISMA Flow Diagram for the present studies systematic review results.

IDENTIFICATION

Records identified through database searching (n = 60) identification	Additional records identified through other sources (n = 0)

Screening

Records after duplicates removed (n =0)

Records screened (n = 60) → Records excluded (n =43)

Eligibility

Full-text articles assessed for eligibility (n = 17) → Studies included in quantitative synthesis (meta-analysis) (n = 0)

Studies included in themes and subjects (n =17)

Included

Studies included in quantitative synthesis (meta-analysis) (n = N/A)

4.3 List of Journals exclusion and inclusion criteria

Figure 2

Exclusion Criteria	Inclusion Criteria
Book Reviews	Positive Psychology Intervention In the
Non Journals	last 10 years.
Non Psychology Profession Research	Well being
	University Students
	Peer Reviewed Journals
	2007-2018 Journals
Exclusion Criteria	Inclusion Criteria
Other than University Students	Positive Psychology
	Positive Psychology Intervention
	Positive Intentions
	University Students
Exclusion Criteria	Inclusion Criteria
	Positive Psychology
	Positive Psychology Intervention
	Positive Intentions

Figure 2 illustrates the process of exclusion and inclusion of the journals searched for a further synthesis of results highlighting the characteristics of the data retrieved from the journals searched.

4.4 Table 1: Characteristics of Included Journals

The PICOS tables illustrate the data differentiated within the following framework order: participants, intervention, comparisons, outcomes and the results of the data collated in reference to student wellbeing.

Reference	Participants	Interventions	Comparisons	Outcomes	Study Design
2,Anderson, Craig L.;Monroy, Maria; Keltner, Dacher; Title: Awe in nature heals: Evidence from military veterans, at-risk youth, and college students. Emotion Publisher; American Psychological Association: 2018.	Two types of sample military veterans & youth with a sample of 119 undergraduate students.	Positive intention intervention with outdoor nature activities.	Well being increased in both study conditions with students mediating	The outdoor activities boosted well being and their reported positive emotions too.	Experimental design. Two studies: study one awe experiences by military veterans & youth from deprived areas conducting outdoor activities. Study two: nature experiences of undergraduate students.

Reference	Participants	Interventions	Comparisons	Outcomes	Study Design
3.Alkoby, Alon; Pliski, Ruthie; Halperin, Eran; **Title:** An eight-week mindfulness-based stress reduction (MBSR) workshop increases regulatory choice flexibility. **Emotion Publisher: American Psychological Association:** **2018.**	111 Jewish Israelis (67 female, 44 male; ages 21–40, Mage 25.12, SD 5.1) who were enrolled in any of eight MBSR workshops at three universities across Israel.	8 week mindfulness-based stress reduction positive intervention for students with two groups one completes the workshop and the other is put on the waiting list	Group one who completed the 8 week program showed more flexibility within their behaviour compared to group two who had not completed the 8 week course.	The outdoor activities boosted well being and their reported positive emotions too.	Experimental design
4.Senecal, Gary: Whitehead, Patrick **The humanistic Psychologist, Vol 46 (1).** **Title:** Motivational trajectories and well-being in sport-A phenomenological study of running by feel. **Mar, 2018pp.53-73**	Student athletes, cross-country, and running clubs. Participants were male and female, and their ages ranged from 18 to 22 years old.	Six participants in this study were asked to complete a 3,000–5,000 m training run. The participants were asked to describe the phenomenological experience.	Three subjects displaying extrinsic motivation needed an external evaluation without this they experienced frustration, confusion compared to the remainder who acquired intrinsic motivation reporting relaxation with better performance.	The results displayed extrinsic motivation needing external evaluation to function and intrinsic motivation needing none to function with netter reported performance amongst the participants.	Experimental design with phenomenological experiences.

Reference	Participants	Interventions	Comparisons	Outcomes	Study Design
5. Suhlmann, Michele; Sassenberg, Kai; Nagengast, Benjamin; Truatwein, Ulrich; Title: Belonging mediates effects of student-university fit well-being, motivation, and dropout intention. Social Psychology, Vol 49 (1), 2018pp. Publisher:Hogrefe Publishing:	367 German university students.	Testing student-university fit model in a cross sectional online study.	Students with high dignity self-construal, belonging to university norms reported positive well being and reduced dropout.	Suggests person-environment fit contributes to a healthy student life and academic success.	Experimental design
6.Williams, Cameron John: Dzurawiec, Suzanne: Journal of Educational Psychology, Vol 110 (3), Apr, 2018 pp. 378-394. Title: More pain than gain: Effort-reward imbalance, burnout, and withdrawal intentions within a university student population.	2,451 Australian students' participants were surveyed.	Addressed the Siegrist's (1996) effort-reward imbalance model in a theoretical investigation of student stress.	One third of the sample reported severe effort-reward imbalances relating to burnout and withdrawal intentions.	Student resilience did not address effort-reward imbalances and attrition was suggested.	Experimental design.

Reference	Participants	Interventions	Comparisons	Outcomes	Study Design
7. Vescovelli, Francesca, Melani, Paolo, Ruini, Chaira, Ricci Bitti, Pio Enrico, Monti, Fiorella. **Psychological Services, Vol 14 (4), Nov, 2017 Special issue.** **Title: University counselling service for improving student's mental health.**	149 university students with 102 being women at a university in northern Italy.	Deliver clinical utility of psychotherapies cognitive behaviour vs. psychodynamic for improving students mental health.	Most severe conditions observed in students enrolled in philosophy, arts, & communication and medical schools.	The findings found that psychotherapy worked well in promoting well being within students.	Experimental design
8.Gregiore, Simon; Lachance, Lise; Bouffard, Therese; Hontoy, Lysa-Marie; De Mondehare, Laurence, Canadian Journal of Behavioral Science. L'efficacité de l'approche d'acceptation et d'engagement en regard de la santé psychologique et de l'engagement scolaire des étudiants universitaires.	90 students from three various universities in Canada.	Group intervention based on Acceptance and commitment therapy (ACT). Measured in the following manner: psychological flexibility, psychological health and academic commitment.	Increases to psychological health and academic commitment correlated with psychological flexibility.	Positive increase with all three of the intervention: psychological flexibility, academic commitment and commitment.	Quasi-experimental study.

Reference	Participants	Interventions	Comparisons	Outcomes	Study Design
9. Navarro, Rachael L.: Pina-Watson, Brandy; Luna, Laura L: Journal of Latina/o Psychology, Vol 29(1), Feb, 2014pp.1-20. **Title:** Cultural self, personal self; Links with satisfaction among Mexican American college students.	446 Mexican American college students.	Structural equation modelling was implemented to test heritage in relation to personal self=esteem, life satisfaction and academic performance.	Academic grades were not affected by life satisfaction furthermore not relating to heritage-culture retention or personal self-esteem.	A greater control over heritage culture was an indicator of high levels of both personal self-esteem and life satisfaction.	Experimental design
10. Hess, Julia M, Isakson, Brian, Githinji, Ann, Roche, Natalie, Vadnais, Kathryn, Parker, Danielle P, Goodkind, Jessica R. Psychological Services, Vol 11 (3), Aug, 2014 pp.347-356. Title: Reducing mental health disparities through transformative learning: A social change model with refugees and students.	72 refugees and 53 undergraduate students.	Examined the Refugee Well-being Project (RWP) transformative learning through engagement in learning and advocacy through in-depth interviews of their understanding of social inequalities and well-being.	Comparison between two groups of sample refugees and university students.	New thoughts were developed regarding the relationships between social inequalities and well-being.	In depth interviews.

Reference	Participants	Interventions	Comparisons	Outcomes	Study Design
11. Cusimano, Angela M.: **Couple and Family Psychology: Research and Practice, Vol 2 (1), Mar, 2013 pp.45-59.** **Title:** Perceptions of inter parental conflict, romantic attachment, and psychological distress in college students.	330 college students.	The college students completed an online survey on their perceptions on early inter parental conflict, romantic attachment patterns and current psychological symptoms.	The three areas of investigation: inter parental conflict, romantic attachment patterns and current psychological symptoms showed association in whole for emerging adult attachment strategies.	The findings suggest early inter parental memories are associated with psychological functioning in development in adulthood. The adult attachment strategies play an imperative role in forming a collaborative role.	Experimental design
12. Lourdes P. Dale, Samia K. Shaikh, Laura C. Fasciano, and Vanessa D. Watorek, Keri J. Heilman, Stephen W. Porges. Psychological Trauma: Theory, Research, Practice, and Policy © 2017 American Psychological Association 2018, Vol. 10, No. 4, 427– 434 **Title**: College females with maltreatment histories have atypical autonomic regulation and poor psychological wellbeing	60 female college students.	The students were administered the following questionnaires psychological and PTSD symptomatology. Heart rate was monitored before, during, and after riding a stationary bike (physical stressor) and viewing a video of a child being maltreated (emotional stressor).	Baseline and stressor related patterns of heart rate and respiratory sinus arrhythmia (RSA) were quantified from the beat-to-beat heart rate	Women with maltreatment histories reported more psychological distress and PTSD symptomatology, had lower levels of RSA and faster heart rate, and reacted to the stressors with atypical vagal regulation of RSA and heart rate	Experimental design.

Reference	Participants	Interventions	Comparisons	Outcomes	Study Design
13. Murdock, Karla Klein. **Psychology of Popular Media Culture, Vol 2 (4), Oct, 2013 pp.207-221.** **Title:** Texting while stressed: Implications for **students**' burnout, sleep, and **well-being**.	83 first year undergraduate students.	Explores the levels of texting in relation interpersonal stress, text messaging behaviour in association of the following wellbeing indicators, health, well being, burnout, sleep problems and emotional well-being.	High texting participants displayed sleep problems compared to their low texting counterparts.	Optimal levels of texting was associated with higher levels of risk of interpersonal stress, text messaging behaviour, health, well being, burnout, sleep problems and emotional well-being leading to lower levels of functioning.	Experimental design
14 Manago, Adriana M. Taylor; Greenfield, Patria M. **Developmental Psychology, Vol 48 (2), Mar, 2012 Special section: Interactive Media and Human Development. Pp.369-380.** **Title:** Me and my 400 friends: The anatomy of **college students**' Face book networks, their communication patterns, and **well-being**.	Online survey amongst college university students.	Participants answered questions about their face book contacts and profiles.	Higher levels of contacts compared to low levels of contact on face book are associated greater life satisfaction and perceived social support face book.	Social networking communication for fills a need for human psychosocial requirements in a global community.	Experimental Study.

Reference	Participants	Interventions	Comparisons	Outcomes	Study Design
15.Ojeda, Lizette; Flores, Lisa Y.: Navarro, Rachael L. **Journal of Counselling Psychology, Vol 58 (1), Jan, 2011 pp.61-71.** **Title:** Social cognitive predictors of Mexican American **college students**' academic and life satisfaction.	457 Mexican American college students.	Implemented Lent's (2004) social cognitive model of well being to examine academic success and life satisfaction of students.	Invariant differences between gender, academic satisfaction and life satisfaction.	The model was a good fit to the sample a positive relation was found amongst the students ability to acquire values and norms leading to self-efficacy, academic progress and life satisfaction.	Experimental design
16 .Wong, Y. Joel; Rochlen, Aaron B, **Psychology of Men & Masculinity, Vol 10 (2), Apr, 2009 pp 149-159.** **Title:** Potential benefits of expressive writing for male **college students** with varying degrees of restrictive emotionality.	158 male college students.	Four weeks writing intervention with two groups. Writing ones ideal emotional connectedness with a romantic partner for male college students. The experimental participants wrote 20 minutes a day for 3 days.	The control group wrote about general topics in comparison to the experimental group who wrote about best possible connections with a romantic partner.	After the four weeks of the writing intervention the experimental groups reported significantly lower levels of psychological distress.	Experimental design.

Systematic Literature Review of University students

Reference	Participants	Interventions	Comparisons	Outcomes	Study Design
17 Patrik N. Juslin, Simon Liljestro¨m, Daniel Va¨stfja¨ll, Gonc¸alo Barradas, and Ana Silva. Emotion Copyright 2008 by the American Psychological Association 2008, Vol. 8, No. 5, 668 – 683 **Title:** An Experience Sampling Study of Emotional Reactions to Music: Listener, Music, and Situation	The thirty-two college students, 20 to 31 years old.	The intervention entailed carrying a palm top that emitted a sound signal seven times per day at random intervals for 2 weeks.	Comparisons showed that happiness-elation and nostalgia longing were more frequent in episodes with musical emotions, whereas anger-irritation, boredom indifference, and anxiety-fear were more frequent in episodes with non musical emotions.	Results showed that music occurred in 37% of the episodes, and in 64% of the music episodes, the participants reported that the music affected how they felt.	Experimental design

4.5 Table of included Journals: Themes (figure 2)

Journal Number	Journal Publication: Name & Date	Name of Journal	Subjects Identified	Theme identified
1	Jun,2018	Self-care of women enrolled in health service **psychology** programs: A concept mapping approach.	Healthcare Services: Health Promotion; human Females; Self-care Skills	Countering
2	2018	Awe in nature heals: Evidence from military veterans, at-risk youth, and and **college students**.	Experiences (Events), Health; Well being, Nature (environment): Positive Emotions.	Social Liberation
3	2018	An eight-week mindfulness-based stress reduction (MBSR) workshop increases regulatory choice flexibility.	Emotional Regulation: Mental Health Programs: Stress: Mindfulness	Social Liberation
4	Mar, 2018.	Motivational trajectories and **well-being** in sport—A phenomenological study of running by feel.	Extrinsic Motivation: Phenomenology; Running: Well being.	Emotional arousal
5	2018.	Belonging mediates effects of **student-university** fit on **well-being**, motivation, and dropout intention.	Academic Achievement, College students, Person Environment Fit Well being.	Emotional arousal
6	Apr, 2018	More pain than gain: Effort–reward imbalance, burnout, and withdrawal intentions within a **university student** population.	College Students: Distress: Academic Stress.	Self re evaluation
7	Nov, 2017.	**University** counselling service for improving **students**' mental health.	Counselling: Mental Health: Psychotherapy: Treatment Outcomes.	Self re evaluation

Journal Number	Journal Publication: Name & Date	Name of Journal	Subjects Identified	Theme identified
8	Jul, 2016.	L'efficacité de l'approche d'acceptation et d'engagement en regard de la santé psychologique et de l'engagement scolaire des étudiants universitaires.	Academic Achievement: Student Engagement: Group Intervention; Acceptance and Commitment Therapy.	Countering
9	Feb, 2014.	Cultural self, personal self: Links with life satisfaction among Mexican American **college students**.	Life Satisfaction: Mexican Americans: Self-Concept: Social Identity.	Consciousness- Raising
10	Aug, 2014	Reducing mental health disparities through transformative learning: A social change model with refugee's and **students**.	Intervention: Mental Health: Refugees: Social Change: Health Disparities.	Countering
11	Mar, 2013.	Perceptions of interparental conflict, romantic attachment, and psychological distress in **college students**.	Adult Development: Attachment Behaviour: Life Changes.	Self re evaluation
12	Jul, 2013	**College** females with maltreatment histories have atypical autonomic regulation and poor psychological **wellbeing**.	Brief Psychotherapy: Empathy: Major Depression: Psychodynamic Psychotherapy.	Emotional arousal
13	Oct, 2013	Texting while stressed: Implications for **students**' burnout, sleep, and **well-being**.	Psychosocial Factors: Well being: Written Communication: Cellular Phones	Self Re-evaluation.
14	Mar, 2012.	Me and my 400 friends: The anatomy of **college students**' Face book Networks, their communication patterns, and **well-being**.	Adult Development Intimacy; Life Changes: Online Social Networks	Self Re-evaluation.
15	Jan, 2011	Social cognitive predictors of Mexican American **college students**' academic and life satisfaction	Academic Achievement; College students: Life satisfaction; Mexican Americans; Social Cognition.	Self Evaluation
16	Apr, 2009.	Potential benefits of expressive writing for male **college students** with varying degrees of restrictive emotionality.	Creative Writing: Emotional States: Masculinity; Well Being.	Countering.
17	Oct, 2008.	An experience sampling study of emotional reactions to music: Listener, music, and situation.	Auditory Stimulation; Emotions; Life Experiences; Music; Personality;	Social Liberation

Colour Coded Themes in Journals

Year of publication	Themes	Changing Behaviour themes
2018	Psychotherapy; Empathy; Major Depression; Psychodynamic	Countering
2016	Psychotherapy Commitment Group intervention	Commitment
2017	Academic Achievement: Cross Cultural Differences; Perfectionism	Social Liberation
2015	Online Positive interventions	Emotional Arousal
2014	Mental health	Self-Evaluation
2011	Cross cultural, Academic/life satisfaction.	Consciousness-Raising
2012	Online intervention, social support and connectiveness.	Consciousness-Raising
2013	Social support and well being	Consciousness-Raising
2009	Social connectiveness and reflective writing intervention.	Helping relationships
2008	Music intervention	Social Liberation

The Funnel Process of
The Systematic Literature Review
(SLR)

Research Question:

Do online self help positive happiness interventions cultivate optimal levels of wellbeing amongst university students?

Figure 3

General Systematic Search:

60 Journals

Specific eligibility Search :36 Journals

Included Final Search:
17 Journals
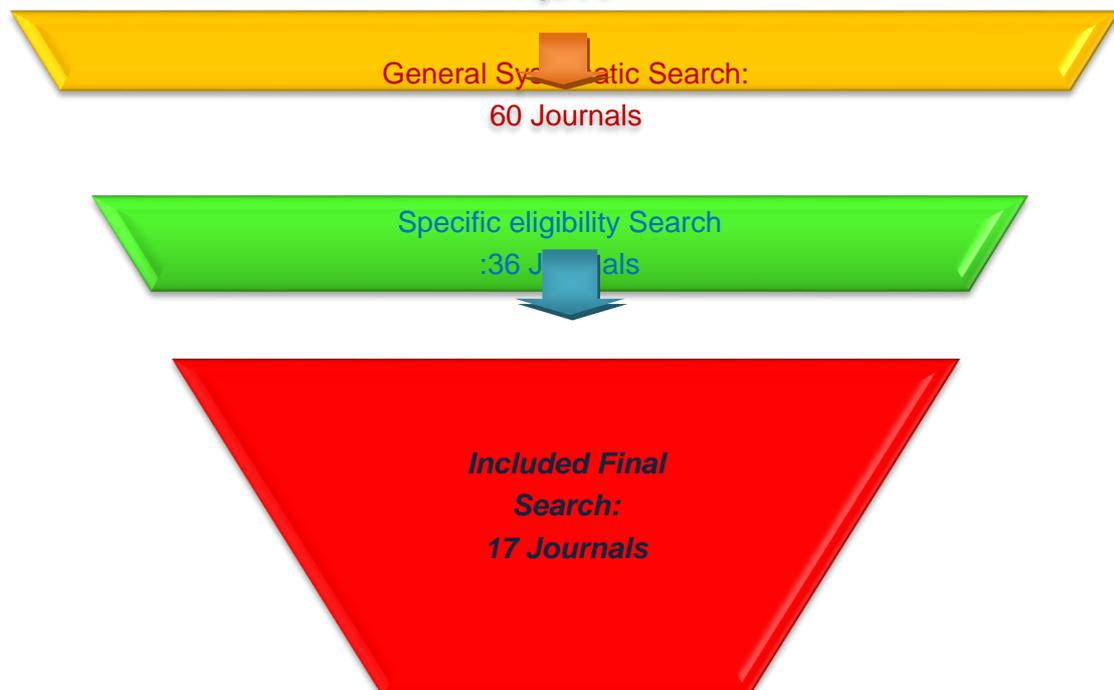
Figure 3 illustrates the three stage process of the systematic literature review starting with 60 journals to narrowing it down to 17 journals in relation to the research question.

Pyramid of Themes Identified within the Systematic Literature Review (SLR)

Figure 4 illustrates the systematic Literature review dissimilated into various facets of positive psychology intentions.

| Systematic Literature Review |
| *Positive interventions in the last 10 years* |
| *Cluster of groups identified* |
| Emotional states. |
| Building coping mechanism for positive effect. |
| Use of Psychotherapy. |
| Cultural differences. |
| Social interaction. |
| Academic success/life satisfaction. |
| Stress & mindfulness. |
| Mapping Approach mixed research designs. |
| Change |
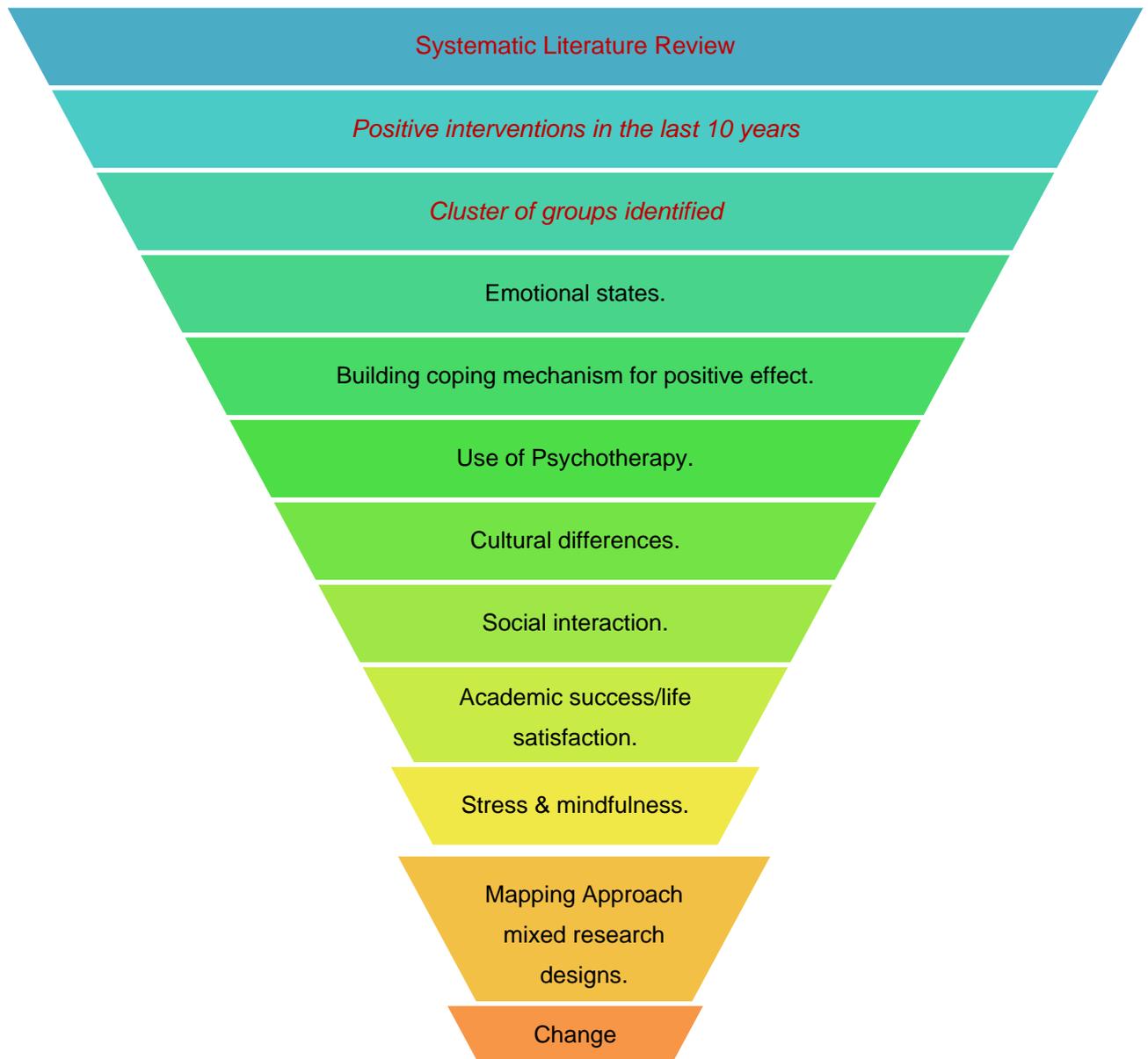
Potential Changing Behaviours identified with Positive Intentions.

Figure 5 illustrates a range of behaviours identified with the systematic review that showed how the included 14 journals showed patterns of the following positive change behaviours.

Figure 5

Changing behaviours with positive intention

Countering,

Social liberation

Emotional arousal

Consciousness-raising

Self evaluation.
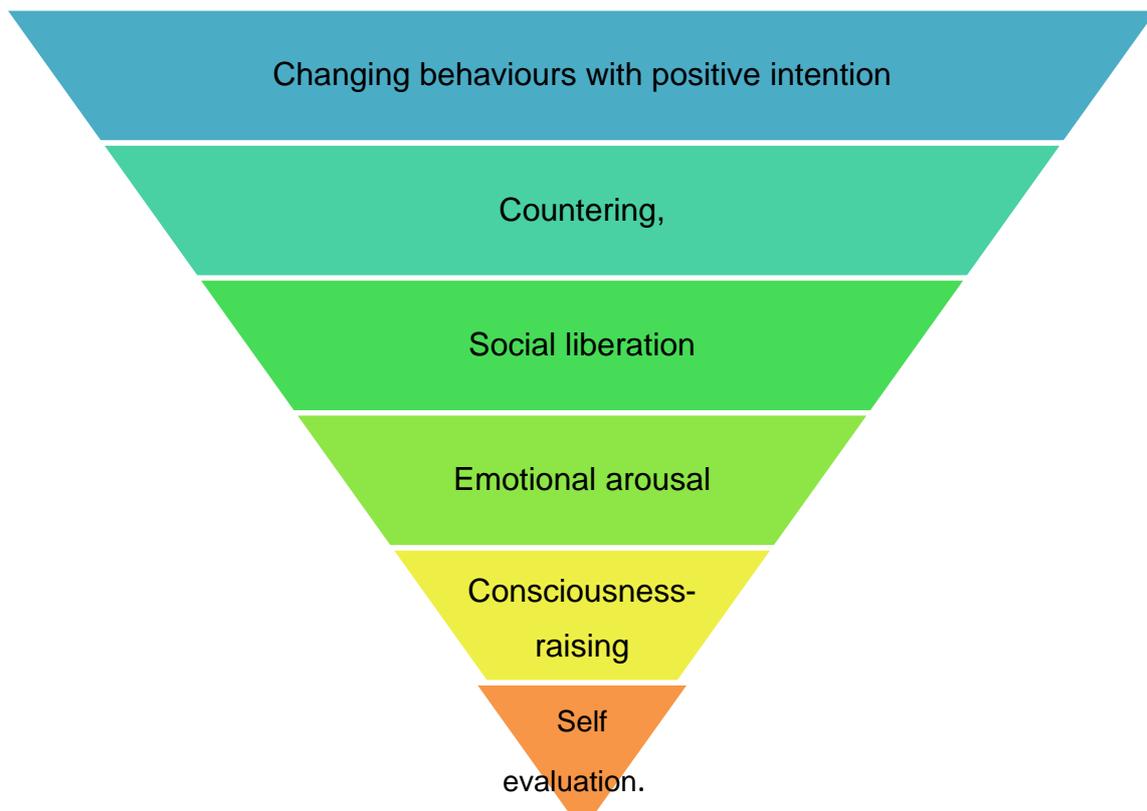
4.6 Summary of Findings of Systematic Literature Review (SLR)

PRISMA Analysis

The PRISMA analysis illustrated how the initial psycharticles and psyinfo databases yielded 60 journals. With the PRISMA (preferred reporting for systematic reviews and excluding the meta-analysis) process this number was finalised to 14 journals. The exclusion and inclusion process in accordance to the research question looked at positive interventions for university students to increase their wellbeing. The prism provided a specific framework in which positive psychology interventions could be looked upon in the following manner: a time period of 10 years, high validity value of research by including peer reviewed articles, adherence to Cochrane guidelines and inclusion/exclusion criteria's made it easy to find relevant enriched journals telling us about how emotional led interventions were a earlier approach which changed to a more collaborative mapping approach to positive psychology interventions which was considered a more fruitful approach for university student well being today.

PICOS Analysis

PICOS Analysis illustrated how positive psychology interventions progressed from the mere classification of self behaviours into a short list of positive intention behaviours for future research as followed: six clusters physical wellness, relaxation, stress management, hobbies, interpersonal, relations, self-compassion and outdoor recreation. These facets of positive self care behaviours were considered as enhancing physical, psychological and spiritual health among students. Other researchers found nature as an imperative factor in boosting wellbeing, while others found exercise, mindfulness, psychotherapies, self-esteem, life satisfaction, and

social communication as determinants of boasting psychosocial attributes with positive intentions.

The later list of included journals looks upon meaningful written interventions with romance in mind and music has been found to be a beneficial factor in boosting wellbeing amongst students. In conclusion the results have found variant factors that enhance well being be it social communication, life satisfaction, writing or musical interventions, psychotherapies and all these factors suggest that a more mapping approach would be suit the psychological requirements of students today. In evaluation interventions with positive intentions proved more fruitful compared to those that just assessed stress factors and used previous inventories for classification processes. As for the more analysis of all the journals it reflects a rainbow of variant psychological interventions social, mindfulness, university fit activities, self-esteem/life satisfaction, romantic attachments, physical exercises, musical and social communication all steer us towards a more collaborative mapped version of a positive wellbeing program for students today . Furthermore a good amount of evidence-based research laid a foundation for future programs to be designed in a more effective manner.

Themed Analysis

The analysis of the systematic literature review identified some re-occurring accumulation of themed groups:

- Emotional states.
- Building coping mechanism for positive effect.
- Use of Psychotherapy.
- Cultural differences.
- Social interaction.
- Academic success/life satisfaction.
- Stress & mindfulness.
- Mapping Approach mixed research designs.

These groups were then further clustered into the following changes in behaviours:

➢ Changing behaviours with positive intention
➢ Countering.
➢ Social liberation.
➢ Emotional arousal.
➢ Consciousness-raising.
➢ Self evaluation.

With the systematic literature review it was evident that emotions were an earlier concern with researchers which later developed into research into more adaptive coping methods steering it towards a more collaborative approach of boasting well being amongst students. These themes were then analysed in a deeper manner to identify what benefits were reaped from the positive interventions illustrated as changing behaviours within university and college students taking a more collaborative combined mapping approach. These changing positive intention changing process were identified as changing process techniques forming clusters of changing behaviours.

Summary of Results

The PRISMA **figure 1** provided a framework in which the journals could be searched and excluded/included in accordance to the research question. Whereby the picos tables extracted imperative characteristics from the journals which looked upon the five important factors: participants, interventions, comparisons, outcomes, study design to highlight the rich data retrieved from the journals included for the systematic literature review. From the PICOS tables a themed table **figure 2** was formed to classify re occurring themes and to groups them into similar classified areas of positive intention interventions. The funnel systematic literature review was illustrated in **figure 3** to highlight the three stage process. The groups were later illustrated within a pyramid of themed groups in **figure 4**. With a further analysis of the groups was illustrated in **figure 5** of potential positive changing behaviours detected with the journals for future research.

Chapter 5, Discussion

5.1 Introduction

5.2 Conclusions

5.3 Limitations of the Study

5.4 Understanding the processes of change

5.5 Recommendations for Future Research

5.6 Self Reflection

Chapter 5, Discussion

5.1 Introduction

The objective of the systematic literature review was to analyse past positive interventions conducted and categorize the positive intentional outcomes of these Positive Psychology Interventions implemented in context of the following research question : *Do online self help positive happiness interventions cultivate optimal levels of wellbeing amongst university students?. The final chapter shall discuss the conclusions of the Systematic Literature Review (SLR), restrictions of the SLR study conducted and the value added to positive psychology by conducting such a research project. Ending with a recommended positive wellbeing program for future research to enhance student well being and a self reflective account of conducting such research.*

5.2 Conclusions

The purpose of the Systematic Literature Review (SLR) was to procrastinate if positive interventions cultivate optimal well being amongst students. The findings reflected many positive interventions with positive intentions which resided within changes in potentially positive behaviours such as countering, social liberation, emotional arousal, consciousness raising and self evaluation. The potential processes of change contemplated within the Positive Interventions with positive intentions. The Systematic Literature Review entailed the exploration of 17 journals whereby changes in cognition, emotions and behaviour were noted and the processes were illustrated in forms of pyramids of changing habits with positive intentions. These processes of change can be categorised within cognitive/experiential: consciousness raising, social liberation, self evaluation, emotional arousal and behavioural changes as countering processes. An overall view of positive interventions with positive change and positive intentions was associated with evidence based past positive interventions and illustrated as a mapping program proposed in figure 5.

Figure 5. Summary of the included journals with positive intentions and positive change processes for student well being.

Positive Psychology Interventions *Cluster of Groups*	➡	**Themes of 17 Journals** ✦ Emotional States ✦ Building Coping Mechanisms for Positive Effect. ✦ Use of Psychotherapy. ✦ Cultural Differences. ✦ Social Interaction. ✦ Academic Success/Life Satisfaction. ✦ Stress & Mindfulness. ✦ Mapping Approach with mixed research design.
Changing Behaviours with Positive Intentions *Processes of Change*	➡	Cluster groups processes of changes ✦ Countering. ✦ Social Liberation. ✦ Emotional Arousal. ✦ Consciousness raising. ✦ Self evaluation.

The research suggests that the following cluster of groups: emotional states, building coping mechanisms for Positive Effect, use of Psychotherapy, cultural differences, social Interaction, academic Success/Life Satisfaction, stress & mindfulness and mapping approach with mixed research design tell us a lot about the efficacy of some positive interventions with positive intentions to enhance student wellbeing. The outcomes of the interventions lead us to a categorization of evidence based research conducted into cluster groups shown figure 5. The collective mapping approach to grouping the cluster of themes into changing positive behaviours into processes is again shown in figure 5.

The writer endeavours to add systematic analyses of past positive interventions with an added value of grouping common themes within the interventions and then identifying changing for good processes among them. It offers an amalgamation of evidence-based research advocating a mapping overview of past research.

Positive psychology has not seemed to have focussed upon positive psychological interventions for students that much and then has not analysed evidence-based research in a systematic mapping manner whereby finding a relation to a cluster of groups of positive intentions then identifying evidence-based changing for good processes. Much of the research focused upon psychotherapies and positive intention mapping programs.

The writer acknowledges that positive psychology interventions have a positive intention and how they contribute to our understanding of student well being, however a evidence based systematic review will enable future researchers to propose more efficacy based interventions for future research .

5.3 Limitations of study

The main limitation was the number of databases included within the Systematic Literature Review, as the Psyarticles database yielded all the journals included in the study whereby the Psyinfo database yielded no journals therefore it was a very restrictive database for searching evidence-based research conducted within the topic again highlighting how the topic of student wellbeing has been very under researched. Much of the research conducted in the field of student well being therapy, adheres to therapeutic processes. The writer would therefore suggests a collaboration of therapy and a mapping positive intention program, to which Positive psychology would add a more comprehensive understanding of how student wellbeing might be boosted with the academic environment.

The students were both undergraduates and college students, undertaking a variety of positive interventions with positive intentions, the systematic literature review made it easy to generalise the findings but was open to cultural, individual and age differences.

After an overview of the findings the researcher contemplated that a mapping approach would a positive way forward in developing future Positive Psychology Interventions in boosting student wellbeing. On reflection it would have more viable to include journals from other databases as the Psyinfo database yielded no journals when searching for some in relation to the research question, therefore in hindsight using the Positive Psychology journal database may have been more beneficial in answering the research question.

As the researcher was a student too there would have a slight concern for researcher bias; however this could have been eliminated by having another researcher on board who was not a student at the time of doing the systematic literature review.

5.4 Understanding the processes of change

The most influential researchers for understanding changing behaviours Prochaska (1994) found that change was a process and was wrapped into the process of six stages of change : pre-contemplation: not knowing your unhealthy behaviour, contemplation: knowing your unhealthy, preparation: , action, maintenance and termination.

Much research has been conducted within this area of self change; the profound evidence-based research directs us towards a scientific approach to self-change process through the transtheoretical model. The model postulates a amalgamation of bio psychosocial model with intentional behaviour change .The process of change is a five stage process with the initial start commencing at pre contemplation: not ready for change, contemplation: getting ready for change, preparation: getting ready to take action, action: actioning overt modification and maintenance: repetition of overt modification behaviours to avoid relapse to original behaviour (Prochaska & DiClemente, 1983; Prochaska, DiClemente, & Norcross, 1992).

The decisional balance theory was a concept that incorporated a "balance sheet" of gains and losses. The two constructs of this theory have been implemented within the Transtheoretical Model with individual progress being tracked through their personal losses and gains over a period of time. The process in the pre contemplation stage entails the cons outweighing the cons for the change of behaviour, however in the contemplation stage the pros and cons have an equivalent influence on the change of behaviour. When the pros outweigh the cons then the change of behaviour will enter the action stage leading to the maintenance change thus the unhealthy behaviour has become a healthy behaviour. In the termination stage the new changed behaviour must be sustained for a period of 6 months to then make it a way of life or risk of relapse of previous behaviour.

The overall importance value of understanding the six stage change behaviour is to then to understand student well being needs and to then establish a good program whereby you are successful in boosting their well being for a long term. This can be accomplished through understanding the evidence-based research conducted already and that where the systematic Literature Review is very imperative in adding value to future research within the area.

The approach directs us towards a more systematic approach with various psychotherapy techniques and various change processes have been identified for further effective change. Whereby psychotherapy approaches directs us towards Psycho-analytic, humanistic/existential, gestalt/experiential, cognitive and behavioural therapies.

The techniques adopted for processes of change have been identified as consciousness-raising: this entails raising levels of self awareness so as to boost your knowledge about self /problem, emotional arousal: allows the individual to acknowledge deeper feeling levels with further use of defences in repute of change, social liberation: alternative changes that are cultivated within your external environment, self-re- evaluation: assessing your feelings with a initiation to value clarification with emotional correction and countering: implementing alternatives behaviours for problems such relaxation techniques.

The use of stages of changes can overcome the most problematic behaviours within your life and counter balance any mental health issues too. The principles of change have underlining triggers that allow individuals progress along the stages of change motivation. Healthy stress management and the ability to make decisions encapsulate the journey of change through the implementation of psychotherapy, counselling with the positive intention of behaviour change. The actual journey of change from one stage to the other is founded by the principles of change.

➤ ***The first principle*** involves increasing pros in relation to your cons which initiates the transition from pre contemplation to contemplation. This change is possible through adaptive changes with the following six areas of your life behavioural well being, physical well being, purposeful well being, emotional well being , social well being and Functioning.

➤ ***The second principle of change*** increasing your consciousness to increase your behaviour change knowledge. This entails equipping yourself with the right knowledge to enable change to take place. The process of self changing can be traced back to Sigmund Freud theory of making the unconsciousness processes conscious. The Transtheoretical model affiliates its assumptions with the objective of positive influencing yourself by the intervention of offering education, information and feedback.

➤ ***The third principle of change*** is the notion of dramatic relief it's the process of being attentive to your feelings. An example of light relief is the Greeks who relied upon art and music as light relief. In addition the Gestalt therapy, advocating the importance of paying attention to your relationships with others and balancing emotional pressures within your environment. The purpose of dramatically relief to move the individual emotionally from pre contemplation with relaxation exercising provide immediate relief and establishing how you deal with your distressed feelings is a good exercise to identifying your behaviours that need to be changed.

➤ ***The fourth principle of change*** is to minimize your cons so as to make a transitional change from the contemplation stage to the preparation stage. So much emphasise is put upon boosting your cons and some exercise that will help you do this are matters such as stress which motivates you to be more productive.

➢ ***The fifth principle of chang*e** incorporates the notion of environmental re-evaluation entails identifying your effects on others with an amalgamation of emotional/cognitive mental abilities to further identify threatening behaviour which effects your social environment. Rating your effects on others is a good measurement of self analysis.

➢ ***The sixth principle of change*** is the use of self evaluation to transcend from preparation to action. The process of cognitive reassessment entails identifying ones unhealthy behaviour with an authentic account of oneself at present with the behaviour and the perception of one's self with the changed behaviour. Thus the emphasises is upon changing ones behaviour towards a healthier and happier sense of self reporting the efficacy of healthier behaviours.

➢ **The seventh principle of change** is to make a commitment to a better life though self-liberation to move to action is the process of believing one's own ability to change your behaviour so to act upon your belief.

➢ ***The eighth principle of change*** is a concept drawn from Wolpes work on behaviour therapy which entails learning a new behaviour that would entail blocking an old behaviour thus replacing it with the healthier behaviour. A healthy coping mechanism entails an ABCD's framework for preventing stress and distress, activating events, beliefs, consequences and dispute.

➢ ***The ninth principle of change*** is a reinforcement procedure by rewarding behaviour to move from action to maintenance. With great importance given to positive self-reinforcement allowing progress through the stages.

- ➢ ***The tenth principle of change*** is fostering helping relationships and relies upon someone for support to progress from action to maintenance.

- ➢ ***The eleventh principle of change*** is the process of increasing personal freedom by the change process of social liberation through identifying social trends. The process of social liberation entails changes that boost options and opportunities for individuals to live healthier lives. In addition realising the positive and negative networks you have and altering them into more positive ones.

- ➢ ***The twelfth principle of change*** entails practising a stimulus control activity thus to manage your environment to maintain automatic healthy habits allowing the individual move from the maintenance stage to termination stage.

Overview of the 1-6 Principles of Change

Figure 6 (Adapted from Changing For Good, Prochaska,1998)

Principle 1 of change:

increasing pro based activities within ones life.

Principle 2 of change:

having the ability to increase your knowledge.

Principle 3 of change:

paying attention to feelings.

Principle 4 of change:

diminishing your drawbacks to progressing with your change process.

Principle 5 of change:

implementing environmental reevaluation noticing effects of your actions on others.

Principle 6 of change :

re evalution is the process of analysing past behaviours with the intention to move forward.

12 principles

Of changing

Behaviours

Overview of the 6-12 Principles of Change

Figure 7 (Adapted from Changing For Good Prochaska,1998)

Prinple 7 of change:
believing and being commited to the changing behaviour.

Principle 8 of change:
learning a new healthy behaviour that would replace the unhealthy behaviour.

Principle 9 of change:
the process of self reinforcemnt rewarding healthy behaviours and punishing unhealthy behaviours.

Principle 10 of change:
developing helping relationships who are empathetic and compassionate to the self changer.

Principle 11 of change:
are changes within society that cultivate healthier behaviours within the self changer.

Principle 12 of change:
making healthy behaviours automatic by managing your stimulas control of your behaviour.

Understanding Cluster of groups of 10 years of Positive Psychology Interventions for Students.

The included journals were analysed with many themes that came to light and these were categorised into a cluster of groups as followed

- Emotional States -
- Building Coping Mechanisms for Positive Effect-
- Use of Psychotherapy.
- Cultural Differences.
- Social Interaction.
- Academic Success/Life Satisfaction.
- Stress & Mindfulness.
- Mapping Approach with mixed research design.
- Change

The clustered groups tell us a narrative account of the past positive interventions for students:

Earlier Positive Psychology Interventions concentrated upon auditory interventions, self reflective writing intervention, observation of behaviours in social environments and online/mobile phone communication patterns. Suggesting that 2008-2013 was a shift of evidence-based research from eudaimonic activities such listening to music, self reflective account of one's wellbeing, observing social cognitive behaviours to more technology based interventions such as analysing the effects of face book and mobile phone communications amongst students.

More evidence based research sign posts the notion of student wellbeing towards the symptoms of stress on students from the biological effects of poor psychological well being, lasting social change to reduce health issues, observing parental conflict romantic attachment and cultural perceptions of oneself in relation to life satisfaction. Overall 2013-2014 looked upon subjects such as biological, psychological distress, life satisfaction and self perception thus looking at the barriers experienced by students to their accomplishment of positive well being.

The positive interventions from 2016-2017 focus upon Psychotherapeutic approaches showing the shift from identifying the barriers to positive well being to implementing positive psychotherapeutic methods to enhance student well being.

The positive interventions from April 2018 to June 2018 look upon individual practises that create positive well being as well as those that create barriers to positive well being with a shift towards motivational issues, mindful choices, awe nature moments and finalising the notion of positive interventions being analysed in a collective mapping approach manner.

The whole systematic literature review of the positive interventions can be classified into eudaimonic well being based research and hedonic well being based research. Telling us how future research may have to collaborate both concepts to acquire optimal level of positive well being amongst students. The Systematic Literature Review has been further differentiated into the following two categorises Eudaimonic Well being based research: Positive Psychology Interventions that have a more meaningful positive intentions and Hedonic Well being based research: Positive Psychology Interventions that have more momentary positive intentions.

Eudaimonic well being based Research	Hedonic Well being based Research
1; Oct, 2008. **An experience sampling study of emotional reactions to music: Listener, music, and situation.**	14.Apr,2018 More pain than gain: Effort–reward imbalance, burnout, and withdrawal intentions within a **university student** population
2. Apr.2009. **Potential benefits of expressive writing for male college students with varying degrees of restrictive emotionality.**	15. Mar, 2018. Motivational trajectories and **well-being** in sport—A phenomenological study of running by feel.
3. Jan, 2011 **Social cognitive predictors of Mexican American** college students**' academic and life satisfaction**	16.2018 An eight-week mindfulness-based stress reduction (MBSR) workshop increases regulatory choice flexibility.
4. Mar, 2012 **Me and my 400 friends: The anatomy of college students' Face book Networks, their communication patterns, and** well-being**.**	17. 2018 . Awe in nature heals: Evidence from military veterans, at-risk youth, and and **college students**
5. Oct,2013 **Texting while stressed: Implications for** students**' burnout, sleep, and** well-being**.**	
6. Jul, 2013 College **females with maltreatment histories have atypical autonomic regulation and poor psychological** wellbeing**.**	
7. Mar, 2013. **Perceptions of interparental conflict, romantic attachment, and psychological distress in** college students**.**	

Eudaimonic well being based Research Hedonic Well being based Research

8. Aug, 2014

Reducing mental health disparities through transformative learning: A social change model with refugee's and students.

9. Feb, 2014.

 Cultural self, personal self: Links with life satisfaction among Mexican American college students**.**

10. Jul, 2016.

L'efficacité de l'approche d'acceptation et d'engagement en regard de la santé psychologique et de l'engagement scolaire des étudiants universitaires.

11. Nov, 2017.

 University **counselling service for improving** students**' mental health.**

12. 2018.

Belonging mediates effects of student-university **fit on** well-being**, motivation, and dropout intention.**

Eudaimonic Changes & Hedonic Changes

The Systematic Literature Review was further categorised into Eudaimonic changes: changing unhealthy behaviours into healthier behaviours with positive meaningful intentions and Hedonic changes: changing unhealthy behaviours to healthier behaviours with positive temporary intentions. The Eudaimonic/Hedonic changes were as followed countering replacing problem behaviours with positive behaviours, social liberation advocating the rights of the oppressed, emotional arousal being open about your true feeling with a problem/solution approach, consciousness raising acquiring knowledge about self/problem and self re evaluation clarifying your feelings in relation to your problem.

An Overview of Positive Intentional Behaviours for students.

- Countering.
- Social Liberation.
- Emotional Arousal.
- Consciousness raising.
- Self evaluation.

Eudaimonic Changes	Hedonic Changes
Social Liberation	**Emotional arousal**
Countering	**Self re evaluation**
	Consciousness -raising

1. **Oct, 2008.** **An experience sampling study of emotional reactions to music: Listener, music, and situation.**	8.Jul, 2013 **College** females with maltreatment histories have atypical autonomic regulation and poor psychological **wellbeing**
2. **2018** **An eight-week mindfulness-based stress reduction (MBSR) workshop increases regulatory choice flexibility.**	9. 2018 Belonging mediates effects of **student-university** fit on **well-being**, motivation, and dropout intention
3. **2018** **Awe in nature heals: Evidence from military veterans, at-risk youth, and and college students.**	10. Mar, 2018. Motivational trajectories and **well-being** in sport—A phenomenological study of running by feel.
	11.Jan, 2011 Social cognitive predictors of Mexican American **college students**' academic and life satisfaction

Eudaimonic Changes	Hedonic Changes
Social Liberation	**Emotional arousal**
Countering	**Self re evaluation**
	Consciousness -raising
4. Aug, 2014 **Reducing mental health disparities through transformative learning: A social change model with refugee's and students.**	12. Mar, 2012. Me and my 400 friends: The anatomy of **college students**' Face book Networks, their communication patterns, and **well- being**.
5. Apr, 2009. **Potential benefits of expressive writing for** **male college students with varying degrees of restrictive emotionality**	13. Oct,2013 Texting while stressed: Implications for **students**' burnout, sleep, and **well-being**.
	14. Mar, 2013. . Perceptions of interparental conflict, romantic attachment, and psychological distress in **college students**
6. Jul, 2016. **L'efficacité de l'approche d'acceptation et d'engagement en regard de la santé psychologique et de l'engagement scolaire des étudiants universitaires.**	15. Nov, 2017. **University** counselling service for improving **students**' mental health.
7.Jun,2018 **Self-care of women enrolled in health service psychology** programs**: A concept mapping approach.**	16, Apr,2018 More pain than gain: Effort–reward imbalance, burnout, and withdrawal intentions within a **university student** population. **Hedonic Changes**

Hedonic Changes

Emotional arousal

Self re evaluation

Consciousness -raising

17Feb, 2014.   .

Cultural self, personal self: Links with life satisfaction among Mexican American **college students**

The process of change with positive intentions for the positive interventions analysed has been sub divided into two categories eudaimonic changing behaviours and hedonic changing behaviours. The systematic literature highlighted some interesting factors and some common themes which identified positive intention interventions into a cluster of groups with variant issues from emotional states to psychotherapeutic approaches. With the groups a further analysis highlighted changing positive intention behaviours that shed some light of positive changes that students can follow to reach optimal levels of positive well being. The collective effect of categorising the information in such manner has led the writer towards devising a positive wellbeing mapping program to address student well being in a more comprehensive manner.

The purpose of introducing a Positive Well being Mapped Program is to provide a more comprehensive program based upon the past 10 years of Positive Psychology Interventions amongst students. With a more Systematic Literature Review within the area of student well being the writer is able to devise a more informed and effective Positive Psychology Interventions that will endeavour to enhance student Positive Well being.

5.5 Recommendations for Future Research

The notion of hedonic and eudaimonic wellbeing have been researched in a very distinctive manner, differentiating them as separate entities. The writer believes that both concepts can be amalgamated into a more systematic mapping approach to future positive psychology interventions for students. A possible positive well being program maybe developed in view of combining eudaimonic and hedonic wellbeing with an evidence-based self help measure and to reach a large number of students on an online platform could be considered.

Positive psychology has many self help evidence based measures the most profound for cultivating happiness is the Person-activity Fit diagnostic happiness intervention. This would be most beneficial for student wellbeing as reported levels of depression and stress are much higher among students. The intervention entails 12 happiness strategies and the students would us the best suited 2 happiness activities that they would practice for a period of 6-7 weeks.   This evidence based self help measures are positive recommended pathways in accomplishing positive well being among students. Research may include previous effective positive intervention in collaboration for reaching optimal levels of well being for a complete self-assessment of subjective well-being following their questionnaire results. The outcome of the positive happiness intervention can be compared within groups such a gender differentiation to see if any generalisations can be made. It would be interesting to find out if any life stages, cultural, age; gender differences would initiate determining happiness levels in these group individual differences. This study could use these individual differences to collectively include a mixed group of participants.

The writer suggests an online person-activity fit happiness strategy whereby the students can choose and use two of them for a 6 week period. The use of a face book group would generate a positive community for the participants to express their self reflective moments and the researcher would convey a daily positive message with a positive image with the group. Studying students in such a way would motivate them towards a eudaimonic wellbeing activity and add value to this under researched area of student wellbeing. Furthermore the understanding of student choices of happiness activities may trigger a more clear approach to the processes of self change that students adopt.

Finally, given the past ten year of Positive Interventions the cluster groups provide a framework in which future researchers can develop student wellbeing inventories, checklists, questionnaires to assess student wellbeing. As the cluster group found emotional states, psychotherapy, cultural differences, social interaction, academic/life satisfaction, stress, mindfulness, mapping approach and directs us towards a more mapping positive change program. How can we support students to boost their Positive Well being and how do we maintain this without negatively impacting their Positive Well being?

Positive Well being Mapping Program

Positive Well being Mapping Program

**Listen to your**

Inner call for happiness

Aims & Objectives

- **Understanding the nature of happiness & Wellbeing.**

- **Implementing a Positive Intervention through a self measure.**

- **Tracking and monitoring your positive intervention.**

- **Writing a reflective positive wellbeing diary online.**

What determines Happiness?

Evidence based research by Sonja Lyubomirsky (2007) et al:

- *The 40 per cent solution.*
- *The 50 per cent set point factor.*
- *The 10 per cent circumstances factor.*
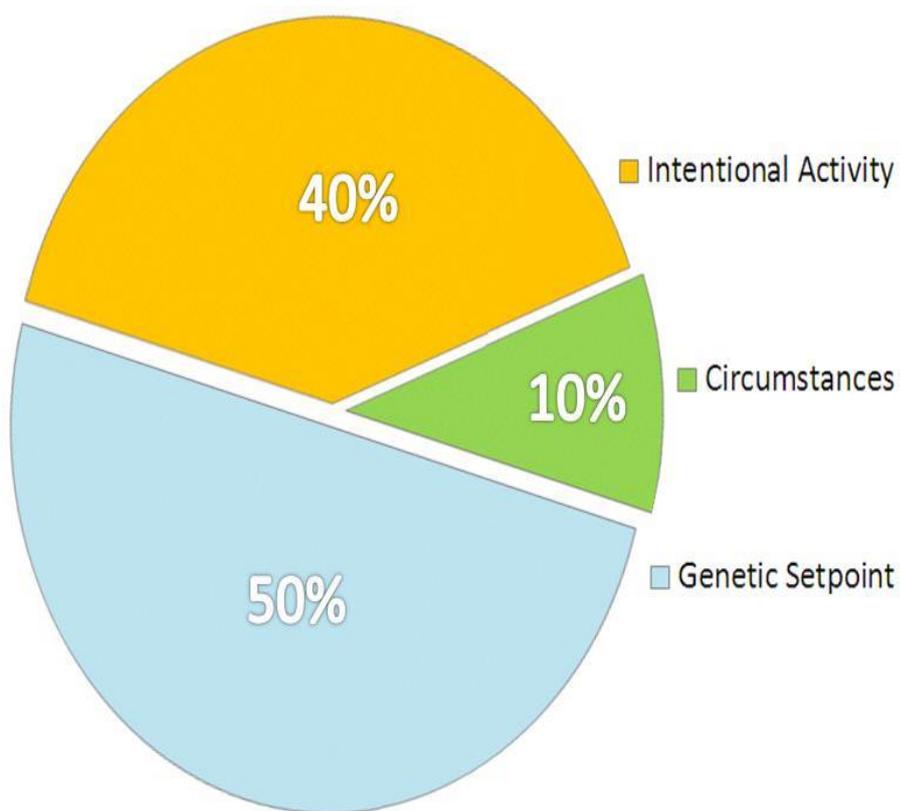
What determines well being?

Martin Seligman (2011) proposed a PERMA model:
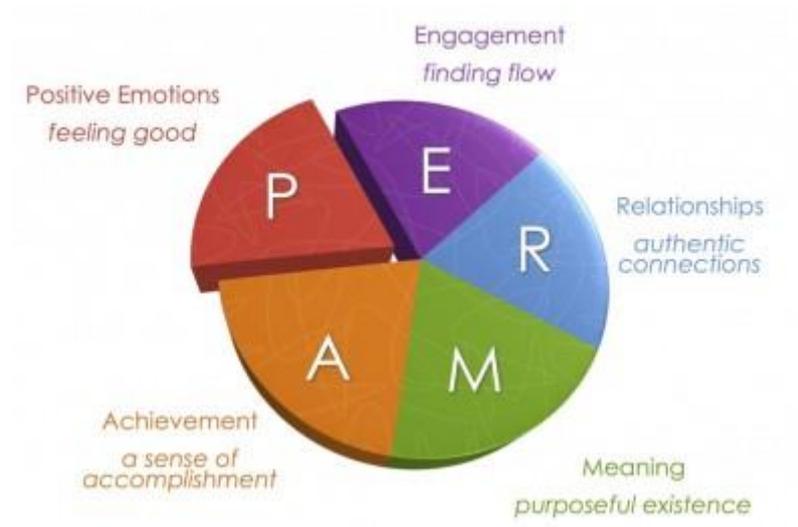
Advocating five tenets of Well being for Subjective Happiness.

- Positive emotions.
- Engagement
- Relationships
- Meaning
- Achievement

12 Happiness Strategies

The 12 Happiness Strategies he identifies 12 happiness activities that are scientifically proven to make us happier. They are as follows:

- Expressing gratitude
- Cultivating optimism
- Avoiding over-thinking and social comparison
- Practicing acts of kindness
- Nurturing social relationships
- Developing strategies for coping
- Learning to forgive
- Increasing flow experiences
- Savouring life's joys
- Committing to your goals
- Practicing religion and spirituality
- Taking care of your body

The students would choose two from the above to practice over a 6 week period and then report their well being.

Baseline Tests

Instructions for Students for completing baseline tests.

At the start of the Happiness Positive Psychological Intervention a baseline test would be taken to report the student's current well being via the https://ppc.sas.upenn.edu/ and the https://www.edbatista.com/files/2010/09/Person_Activity_Fit_Diagnostic.pdf websites.

- To access the happiness questionnaire on the Person-Activity Fit Diagnostic page and print out to complete and choose two happiness strategies to conduct for the next 6 weeks.
- To access the wellbeing questionnaire on the Positive Psychology Centre go to the resources section and then the Questionnaires for researchers section to down load the PERMA Profiler.

Identify your area of change you want to see

Behaviour change	Behavioural well being	Physical Well being	Purposeful Well-being	Emotional Well being	Social Well-being	Functioning

Monitoring and Tracking Progress of Intervention

The three tables illustrate how you can measure wellbeing over the period of the intervention.

Happiness Strategy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Option one:						
Option two:						

Perma – Activity completed.	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
P – positive & negative emotions	○	○	○	○	○	○
E- engagement in task.	○	○	○	○	○	○
Relationships- building positive relationships.	○	○	○	○	○	○
M-meaningful purpose in life.	○	○	○	○	○	○
A- accomplishments in life.	○	○	○	○	○	○

Awe Moments	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Awe Image	○	○	○	○	○	○
Awe message	○	○	○	○	○	○

Online Face book Group messages

These messages are to cultivate awe moments to cultivate Positive Well being

➢ **Positive Message**

Good Evening Positive People, thrive to unleash a better side of yourself why because betterment is the way forward for a positive well being

➢**Positive Image**

Online Positive Well being Journal

The online positive well being would be conducted within a private group with all participants to make positive well being statements.

The Process of Self helps measures?

Identify your Happiness Strategy
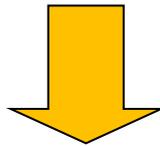
Leading you to the process of implementing a person activity fit task.
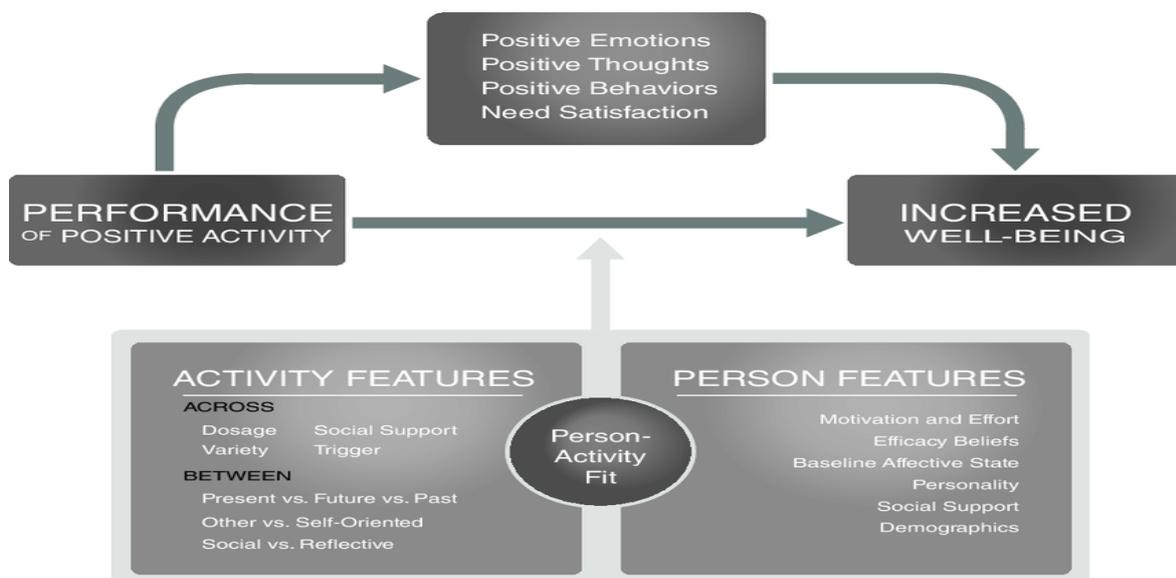
How do we Self Report?

- Positive well being Baseline tests.
- Positive well being scheduled tests.
- Writing a reflective well being Journal.

Conclusion

How can we change ourselves?

- Complete your baseline tests.
- Record your Person-Activity Fit and PERMA results.
- Choose a happiness activity that best fits you to practice for 6 weeks.
- Keeping a Positive Well being Journal.

5.6 Self Reflection

This Systematic Literature Review has been an analysis of the past ten years of Positive Interventions for students with positive intention outcomes for student well being with variant approaches adopted. While doing the PRISMA analysis and the themes analysis of the included journals relationships were found between a cluster of groups and changing positive intention behaviours with student well being in mind. This was very impressive as the systematic analysis highlighted previous trends within the positive interventions conducted by using the PRISMA analysis this summarised the themes coded later on facilitating the Positive Well being program proposed as future research to understand student well being.

The challenges faced with conducting a Systematic Literature Review was the enormity of journals found and the then the process of inclusion and exclusion criteria for them for the final version of the included journals. Steering the writer towards a better understanding of Positive Psychology Interventions for student well being and highlighting the need for more research to be conducted within this under researched area of Positive Psychology. I found that my ability to analyse collective journals as slow at first and then once I have conducted the PICOS analysis it became a lot quicker. As a Positive Psychology researcher, I am fascinated to better my understanding of Positive Interventions and potentially add value to contributing a better understanding of Positive student well being a so as they can flourish with their academic life.

Wordcount:15,685

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male **college students** with varying degrees of restrictive emotionality.

Appendices

Appendix 1: All articles searched with abstracts

Appendix 2: PRISMA Checklist

Appendix 1 All articles researched

- 1.

Self-care of women enrolled in health service **psychology** programs: A concept mapping approach.

Academic Journal

Ayala, Erin E.; Almond, Amanda L.; Professional **Psychology**: Research and Practice, Vol 49(3), Jun, 2018 pp. 177-184. Publisher: American Psychological Association; [Journal Article] Abstract: As increasing numbers of women pursue degrees in health service **psychology**, it is important to understand what they do to promote their wellness in light of the psychosocial stressors associated with doctoral studies. The purpose of this investigation was to identify and conceptualize a diverse range of health promotion behaviors through the application of a mixed methods concept mapping design. Twelve participants sorted qualitative responses from 390 women in health service **psychology** pertaining to their personal self-care behaviors, resulting in a list of 112 'moderately' to 'extremely' important self-care behaviors. Six clusters of self-care activities emerged: physical wellness, relaxation and stress management, hobbies, interpersonal relations, self-compassion, and outdoor recreation. The concept map depicts the interrelatedness of self-care behaviors that were rated as important by women. Women in health service **psychology** programs can use these behaviors, some of which have not previously been included on self-care inventories and checklists, to promote their physical, psychological, and spiritual health. (PsycINFO Database Record (c) 2018 APA, all rights reserved), Database: PsycARTICLES

Subjects: Health Care Services; Health Promotion; **Human** Females; Self-Care Skills; Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Thirties (30-39 yrs); Middle Age (40-64 yrs); Aged (65 yrs & older); Female

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HTML Full Text PDF Full Text (384.8KB)

- 2.

Proactive coping, **positive** affect, and **well**-**being**: Testing for mediation using path analysis.

Academic Journal

Greenglass, Esther R.; Fiksenbaum, Lisa; European Psychologist, Vol 14(1), 2009 pp. 29-39. Publisher: Hogrefe & Huber Publishers; [Journal Article] Abstract: Traditionally, psychological research has focused on negative states, their determinants, and consequences. Theoretical conceptions of coping focus on strategies used to diminish distress. This approach is derived from the perspective that coping is mainly reactive, a strategy used once stress has been experienced. In contrast, proactive coping involves goal setting, having efficacious beliefs, and is associated with resources for self-improvement, including social support. In the present research, a theoretical model was developed in which coping and social support were seen in a synergistic relationship and were associated with a **positive** state that, in turn, was expected to relate to better psychological functioning. The general theoretical model was tested in three different samples: First year **university students** coping with depression (n = 68), rehabilitation patients mastering independent functioning following major surgery (n = 151), and employee absenteeism (n = 313). Results of path analyses showed that proactive coping was a partial mediator of social support on **positive** affect and that **positive** affect was associated with better psychological functioning. In **students** only, **positive** affect mediated the relationship between proactive coping and depression. This research represents a contribution within the field of **positive psychology** by empirically demonstrating how **positive** constructs contribute to improved psychological functioning. Theoretical and applied implications of the results are discussed. (PsycINFO Database Record (c) 2016 APA, all rights reserved), Database: PsycARTICLES

Subjects: Coping Behavior; Social Support; **Well Being**; Adolescence (13-17 yrs); Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Thirties (30-39 yrs); Middle Age (40-64 yrs); Aged (65 yrs & older); Very Old (85 yrs & older); Male; Female

HTML Full Text PDF Full Text (150.5KB)

3. Awe in nature heals: Evidence from military veterans, at-risk youth, and **college students**.

Academic Journal

Anderson, Craig L.; Monroy, Maria; Keltner, Dacher; Emotion Publisher: American Psychological Association; [Journal Article] Abstract: The power of nature to both heal and inspire awe has been noted by many great thinkers. However, no study has examined how the impact of nature on **well-being** and stress-related symptoms is explained by experiences of awe. In the present investigation, we examine this process in studies of extraordinary and everyday nature experiences. In Study 1, awe experienced by military veterans and youth from underserved communities while whitewater rafting, above and beyond all the other **positive** emotions measured, predicted changes in **well-being** and stress-related symptoms one week later. In Study 2, the nature experiences that **undergraduate students** had during their everyday lives led to more awe, which mediated the effect of nature experience on improvements in **well**-being. We discuss how accounting for people's emotional experiences during outdoors activities can increase our understanding of how nature impacts people's **well**-being. (PsycINFO Database Record (c) 2018 APA, all rights reserved), Database: PsycARTICLES

Subjects: Experiences (Events); Health; **Well Being**; Nature (Environment); **Positive** Emotions; Adolescence (13-17 yrs); Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Thirties (30-39 yrs); Middle Age (40-64 yrs); Aged (65 yrs & older); Male; Female
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Social cognitive predictors of Mexican American **collegestudents**' academic and life satisfaction.

Academic Journal

Ojeda, Lizette; Flores, Lisa **Y**.; Navarro, Rachel L.; Journal of Counseling **Psychology**, Vol 58(1), Jan, 2011 pp. 61-71. Publisher: American Psychological Association; [Journal Article] Abstract: In this study, we used Lent's (2004) social cognitive model of **well being** to examine the academic and life satisfaction of 457 Mexican American **college students** attending a Hispanic-Serving Institution. Using structural equation modeling, results indicated that the model provided a good fit to the data. Specifically, we found **positive** relations from **positive** affect to enculturation, acculturation, **college** self-efficacy, academic satisfaction, and life satisfaction; from enculturation to **college** self-efficacy; from acculturation to **college** self-efficacy and **college** outcome expectations; from **college** self-efficacy to **college** outcome expectations, academic goal progress, academic satisfaction, and life satisfaction; from **college** outcome expectations to academic satisfaction; from academic goal progress to academic and life satisfaction; and from academic satisfaction to life satisfaction. Findings indicated the model was invariant across gender groups, and overall, 38% and 14% of the variance in academic satisfaction and life satisfaction, respectively, were explained by the predictor variables. Implications for research and practice are discussed. (PsycINFO Database Record (c) 2016 APA, all rights reserved), Database: PsycARTICLES

Subjects: Academic Achievement; **College Students**; Life Satisfaction; Mexican Americans; Social Cognition; Adolescence (13-17 yrs); Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Thirties (30-39 yrs); Middle Age (40-64 yrs); Male; Female
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Simultaneously salient Chinese and American identities: An experience sampling study of self-complexity, context, and **positive** mood among Chinese young adults.

Academic Journal

Yip, Tiffany; Cultural Diversity and Ethnic Minority **Psychology**, Vol 15(3), Jul, 2009 pp. 285-294. Publisher: Educational Publishing Foundation; [Journal Article] Abstract: Experience sampling data were collected from Chinese **college students** randomly prompted 6 times a day for 1 week to respond to questions about their American and Chinese identities, context, and mood. Applying a self-complexity framework to examine the psychological relevance of more than 1 identity, the author compared context and mood in situations in which American and Chinese identities were simultaneously salient with situations in which they were not. **Being** with family was associated with an increased likelihood of having simultaneously salient American and Chinese identities. However, across contexts, participants reporting a strong stable American identity were more likely to report simultaneously salient American and Chinese identities. Finally, simultaneously salient American and Chinese identities were associated with more **positive** mood, and this association was stronger for **students** reporting a strong stable Chinese identity but weaker for **students** reporting a strong stable American identity. (PsycINFO Database Record (c) 2016 APA, all rights reserved), Database: PsycARTICLES

Subjects: Emotional States; Ethnic Identity; Self-Concept; **Well Being**; Adolescence (13-17 yrs); Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Male; Female

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HTML Full Text PDF Full Text (534.6KB)

- 6

Generalized self-efficacy, **positive** cognitions, and negative cognitions as mediators of the relationship between conscientiousness and meaning in life.

Academic Journal

Lightsey, Owen Richard Jr.; Boyraz, Güler; Ervin, Audrey; Rarey, Eli Benjamin; Gharibian Gharghani, George; Maxwell, David; Canadian Journal of Behavioural Science / Revue canadienne des sciences du comportement, Vol 46(3), Jul, 2014 pp. 436-445. Publisher: Educational Publishing Foundation; [Journal Article] Abstract: Meaning in life (MIL) is a core construct in eudaimonic theories of **well-being** and an important predictor of physical and psychological health. Although many studies have found that the personality variable conscientiousness has a particular strong relationship to MIL, the mechanisms underlying this relationship have not been examined. The purpose of this study was to test the hypothesis that the conscientiousness–MIL relationship would be mediated by generalized self-efficacy beliefs and, hence, more **positive** and fewer negative automatic cognitions. Measures of these constructs were administered to 273 **college student** volunteers recruited from a larger pool of **students** in classes and via e-mail solicitation, and the model was analyzed using structural equation modelling. As hypothesized, generalized self-efficacy, **positive** thoughts, and negative thoughts fully mediated the conscientiousness–MIL relationship. The model accounted for 45% of the variance in MIL, 34% of the variance in **positive** thoughts, 27% of the variance in negative thoughts, and 35% of the variance in generalized self-efficacy. These results suggest that conscientiousness shapes MIL through raising generalized self-efficacy, increasing frequency of **positive** thoughts, and decreasing frequency of negative thoughts. (PsycINFO Database Record (c) 2016 APA, all rights reserved), Database: PsycARTICLES

Subjects: Cognitions; Conscientiousness; Meaningfulness; Personality; Self-Efficacy; Adolescence (13-17 yrs); Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Thirties (30-39 yrs); Middle Age (40-64 yrs); Male; Female

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HTML Full Text PDF Full Text (171.5KB)

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An eight-week mindfulness-based stress reduction (MBSR) workshop increases regulatory choice flexibility.

Academic Journal

Alkoby, Alon; Pliskin, Ruthie; Halperin, Eran; Levit-Binnun, Nava; Emotion Publisher: American Psychological Association; [Journal Article] Abstract: Individuals encounter a variety of emotional challenges daily, with optimal emotion modulation requiring adaptive choice among available means of regulation. However, individuals differ in the ability to flexibly and adaptively move between engaging and disengaging emotion regulation (ER) strategies as per contextual demands, referred to as regulatory choice flexibility. Greater regulatory choice flexibility is associated with greater mental health, **well**-**being** and resilience, warranting the development of **interventions** to increase such flexibility. We hypothesized that a mindfulness-based stress reduction (MBSR) program would fulfill this goal. To test our hypothesis, we recruited **collegestudents** to either participate in an 8-week MBSR workshop or join a waiting list for a later workshop (i.e., control participants). After the workshop's completion, all participants were invited to the laboratory and completed several computerized tasks examining their regulatory choice flexibility when exposed to universally emotion-laden stimuli as **well** as stimuli specifically related to the **students**' social and political environment. The regulatory choice patterns of participants who underwent MBSR training were found to be more flexible than those of participants who had not yet completed the workshop, with the former more likely than the latter to favor an engaging ER strategy (i.e., reappraisal) when faced with low-intensity stimuli and a disengaging strategy (i.e., distraction) when faced with high-intensity stimuli. The findings' importance is discussed. (PsycINFO Database Record (c) 2018 APA, all rights reserved), Database: PsycARTICLES

Subjects: Emotional Regulation; Mental Health Programs; Stress; Mindfulness; Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Thirties (30-39 yrs); Middle Age (40-64 yrs); Male; Female
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Do self-compassion and self-coldness distinctly relate to distress and **well**-**being**? A theoretical model of self-relating.

Academic Journal

Brenner, Rachel E.; Vogel, David L.; Lannin, Daniel G.; Engel, Kelsey E.; Seidman, Andrew J.; Heath, Patrick J.; Journal of Counseling **Psychology**, Vol 65(3), Apr, 2018 pp. 346-357. Publisher: American Psychological Association; [Journal Article] Abstract: The current research tested a theoretical model of self-relating that examined the unique relationships of self-compassion and self-coldness with distress and **well**-**being**. Self-coldness has recently been identified as theoretically distinct from self-compassion, rather than part of a unitary self-compassion construct. As such, the incremental value of self-compassion and self-coldness on clinically relevant outcomes is unclear. Therefore, the current research tested a theoretical model of the unique relationships of self-compassion and self-coldness and both distress and **well**-**being** among **university students** (N = 457) and community adults (N = 794), as **well** as interactions between these 2 constructs. Structural equation modeling results in both samples revealed that self-compassion was uniquely related to **well**-**being** (βs = .36–.43), whereas self-coldness was uniquely related to distress (βs = −.34) and **well**-**being** (βs = .65–.66). Consistent with the Theory of Social Mentalities, across samples self-compassion more strongly related to **well**-**being**, whereas self-coldness more strongly related to distress. Self-compassion did not demonstrate a unique direct relationship with distress, but it did buffer the relationship between self-coldness and distress in both samples and the relationship between self-coldness and **well**-**being** in the community sample. Overall, results suggest that clinicians would benefit from tailoring the use of self-compassion and self-coldness **interventions**. Implications for future research and practice are discussed. (PsycINFO Database Record (c) 2018 APA, all rights reserved), Database: PsycARTICLES

Subjects: Self-Perception; Sympathy; **Well Being**; Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Thirties (30-39 yrs); Middle Age (40-64 yrs); Aged (65 yrs & older); Male; Female
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- 9

The Positivity Scale.

Academic Journal

Caprara, Gian Vittorio; Alessandri, Guido; Eisenberg, Nancy; Kupfer, A.; Steca, Patrizia; Caprara, Maria Giovanna; Yamaguchi, Susumu; Fukuzawa, Ai; Abela, John; Psychological Assessment, Vol 24(3), Sep, 2012 pp. 701-712. Publisher: American Psychological Association; [Journal Article]
Abstract: Five studies document the validity of a new 8-item scale designed to measure positivity, defined as the tendency to view life and experiences with a **positive** outlook. In the first study (N = 372), the psychometric properties of Positivity Scale (P Scale) were examined in accordance with classical test theory using a large number of **college** participants. In Study 2, the unidimensionality of the P Scale was corroborated with confirmatory factor analysis in 2 independent samples (N1 = 322; N2 = 457). In Study 3, P Scale invariance across sexes and its relations with self-esteem, life satisfaction, optimism, **positive** negative affect, depression, and the Big Five provided further evidence of the internal and construct validity of the new measure in a large community sample (N = 3,589). In Study 4, test–retest reliability of the P Scale was found in a sample of **college students** (N = 262) who were readministered the scale after 5 weeks. In Study 5, measurement invariance and construct validity of P Scale were further supported across samples in different countries and cultures, including Italy (N = 689), the United States (N = 1,187), Japan (N = 281), and Spain (N = 302). Psychometric findings across diverse cultural context attest to the robustness of the P Scale and to positivity as a basic disposition. (PsycINFO Database Record (c) 2016 APA, all rights reserved), Database: PsycARTICLES
Subjects: Factor Analysis; Positivism; Psychometrics; Test Construction; **Well Being**; Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Thirties (30-39 yrs); Middle Age (40-64 yrs); Male; Female
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- 10.

University counseling service for improving **students**' mental health.

Academic Journal

Vescovelli, Francesca; Melani, Paolo; Ruini, Chiara; Ricci Bitti, Pio Enrico; Monti, Fiorella; Psychological Services, Vol 14(4), Nov, 2017 Special Issue: **College** Counseling Services. pp. 470-480. Publisher: Educational Publishing Foundation; [Journal Article] Abstract: The main aims of this study were to provide an initial sociodemographic and clinical characterization
of **university students**' academic and psychological functioning and to investigate and compare the feasibility and clinical utility of psychotherapies (cognitive behavior vs. psychodynamic) delivered at a large **University** in Northern Italy for improving **university students**' mental health, using self and observer-report measures. One hundred forty-9 **students** (102 women; MAge = 24.55, SD = 3.35) were consecutively interviewed and extensively assessed by independent clinicians of the Service before and after the intervention, using the Clinical Outcomes in Routine Evaluation and the Global Assessment Scale. Patients were enrolled in an individual psychotherapy and allocated to cognitive behavior or psychodynamic approach according to specific criteria. Psychotherapists who were not involved in the assessment phase administered the treatment. The majority of **students** was female and the most severe conditions emerged among **students** enrolled in philosophy, arts, and communication and medical schools. At posttreatment, all **students** improved both in terms of **well-being** and distress, regardless of the type of psychotherapy received. This improvement emerged both by **students**' self-report and clinicians' evaluations. These findings point to the feasibility and clinical utility of psychotherapy in promoting **well-being** and reducing young adults' distress. The importance of **university** counseling services for promoting **students**' mental health, and a **positive** transition to adulthood is discussed. (PsycINFO Database Record (c) 2017 APA, all rights reserved), Database: PsycARTICLES
Subjects: College Students; Counseling; Mental Health; Psychotherapy; Treatment Outcomes; Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Thirties (30-39 yrs); Male; Female
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- 11.

Potential benefits of expressive writing for male **collegestudents** with varying degrees of restrictive emotionality.

Academic Journal

Wong, **Y**. Joel; Rochlen, Aaron B.; **Psychology** of Men & Masculinity, Vol 10(2), Apr, 2009 pp. 149-159. Publisher: Educational Publishing Foundation; [Journal Article] Abstract: The current study examined the potential psychosocial benefits of writing about one's ideal emotional connectedness with a romantic partner for male **college students** with varying levels of restrictive emotionality. One hundred fifty-eight male **college students** were randomly assigned to either an experimental or a control writing condition. Experimental participants wrote for 20 minutes each day for 3 days about how their lives would be different if they had the best possible emotional connectedness with a romantic partner, whereas controls wrote about impersonal topics. Four weeks after the writing intervention, experimental participants reported a significantly greater decrease in psychological distress as contrasted with controls. A multiple regression analysis further revealed that men's restrictive emotionality was negatively associated with **being**in a romantic relationship and with **positive** relations with others. (PsycINFO Database Record (c) 2016 APA, all rights reserved), Database: PsycARTICLES

Subjects: Creative Writing; Emotional States; Masculinity; **Well Being**; Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Thirties (30-39 yrs); Middle Age (40-64 yrs); Male
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HTML Full Text PDF Full Text (72KB)

- 12

Causality orientations and psychological **well**-**being** in young European and Eurasian adults.

Academic Journal

Stevens, Michael J.; Constantinescu, Petru-Madalin; Ugur, Hasan; Constantinescu, Iuliana; International Perspectives in **Psychology**: Research, Practice, Consultation, Vol 4(1), Jan, 2015 pp. 37-50. Publisher: Educational Publishing Foundation; [Journal Article] Abstract: We sought to bridge the gap in the literature between general causality orientations and psychological **well**-**being** by examining the relationship between these variables in a sample of 76 (18 men and 58 women) currently enrolled or recently graduated European and Eurasian **university students**between 18 and 35 years old. Participants were administered the General Causality Orientations Scale, Satisfaction With Life Scale, and Subjective Vitality Scale. General causality orientations differed in magnitude, with autonomy orientation **being** most prominent and impersonal orientation the least pervasive. Women were more inclined toward autonomy orientation than were men. Measures of hedonic (life satisfaction) and eudaimonic (vitality) **well**-**being** had a moderate, **positive** correlation. Although general causality orientations did not predict life satisfaction, income along with impersonal and controlled causality orientations predicted vitality. We situate these findings within self-determination theory and research, the demographics of the sample, and the larger social and cultural contexts from which the sample was drawn. (PsycINFO Database Record (c) 2016 APA, all rights reserved), Database: PsycARTICLES

Subjects: Causality; Mental Health; Self-Determination; **Well Being**; Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Thirties (30-39 yrs); Male; Female
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- 13

Examining tenets of personal growth initiative using the Personal Growth Initiative Scale–II.

Academic Journal

Weigold, Ingrid K.; Porfeli, Erik J.; Weigold, Arne; Psychological Assessment, Vol 25(4), Dec, 2013 pp. 1396-1403. Publisher: American Psychological Association; [Journal Article] Abstract: One promising antecedent of optimal functioning is personal growth initiative (PGI), which is the active and intentional desire to grow as a person. PGI theory and its measure, the Personal Growth Initiative Scale, have consistently shown **positive** relations with optimal functioning and growth. Recently, the PGI theory and its measure have been revised to account for theoretical advances. Consequently, testing of the revised theory and measure is needed to assess their capacity to predict psychological functioning and growth. The current study examined 2 tenets of PGI theory in a sample of **college students**. Results indicated that 3 of the 4 factors of PGI were positively related to psychological **well**-**being** and negatively related to aspects of psychological distress. In addition, the same 3 factors were related to growth in a salient domain (vocational identity development) and explained variance beyond that accounted for by more stable personality traits. (PsycINFO Database Record (c) 2016 APA, all rights reserved), Database: PsycARTICLES

Subjects: Human Potential Movement; Initiative; **Well Being**; Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Thirties (30-39 yrs); Middle Age (40-64 yrs); Male; Female

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- 14

L'efficacité de l'approche d'acceptation et d'engagement en regard de la santé psychologique et de l'engagement scolaire des étudiants universitaires.

Academic Journal

Translated Title: The effectiveness of the approach of acceptance and commitment with regard to the psychological health and academic engagement of **university students**. Grégoire, Simon; Lachance, Lise; Bouffard, Thérèse; Hontoy, Lysa-Marie; De Mondehare, Laurence; Canadian Journal of Behavioural Science / Revue canadienne des sciences du comportement, Vol 48(3), Jul, 2016 pp. 222-231. Publisher: Educational Publishing Foundation; [Journal Article] Abstract:

Many **university students** experience psychological health issues that undermine their academic success. In this quasi-experimental study, 90 (N = 90) **students** from 3 **universities** in Quebec (Canada) participated in a group intervention based on Acceptance and Commitment Therapy (ACT). A pretest-posttest switching-replication design including 3 measuring times was used to evaluate the impact of the intervention on 1) psychological flexibility, 2) psychological health (stress, psychological **wellbeing**, anxiety and depression) and 3) academic commitment. Repeated measures ANCOVA demonstrate a **positive** effect of the intervention on **students**' psychological flexibility, their psychological health and their academic commitment. Results also show that gains related to psychological health and academic commitment are correlated with gains in terms of psychological flexibility. (PsycINFO Database Record (c) 2016 APA, all rights reserved), Database: PsycARTICLES

Subjects: Academic Achievement; **Student** Engagement; Group Intervention; Acceptance and Commitment Therapy; Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Thirties (30-39 yrs); Middle Age (40-64 yrs); Male; Female

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- 15

Social connectedness, discrimination, and social status as mediators of acculturation/enculturation and **well**-**being**.

Academic Journal

Yoon, Eunju; Hacker, Jason; Hewitt, Amber; Abrams, Matthew; Cleary, Sarah; Journal of Counseling **Psychology**, Vol 59(1), Jan, 2012 pp. 86-96. Publisher: American Psychological Association; [Journal Article] Abstract: The present study proposed and tested a conceptual model of acculturation/enculturation and subjective **well**-**being** (SWB) by including social connectedness in mainstream society, social connectedness in the ethnic community, perceived discrimination, and expected social status as mediators. Survey data from 273 Asian American **college students** in the midwest were analyzed by using structural equation modeling. Results indicated that the effect of acculturation on SWB was mediated by social connectedness in mainstream and ethnic communities and expected social status, whereas the effect of enculturation on SWB was mediated by social connectedness in the ethnic community and expected social status. Contrary to the authors' hypothesis, perceived discrimination did not mediate the relation of acculturation and SWB, but indirectly influenced SWB via a lowered sense of connectedness to mainstream society. Approximately 46% of the variance in SWB was accounted for by the variables included in this model. Implications for theory, research, and practice are discussed. (PsycINFO Database Record (c) 2016 APA, all rights reserved), Database: PsycARTICLES

Subjects: Acculturation; Social Discrimination; Social Interaction; Status; Adolescence (13-17 yrs); Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Thirties (30-39 yrs); Middle Age (40-64 yrs); Male; Female

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- 16
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Motivational trajectories and **well**-**being** in sport—A phenomenological study of running by feel.

Academic Journal

Senecal, Gary; Whitehead, Patrick; The Humanistic Psychologist, Vol 46(1), Mar, 2018 pp. 53-73. Publisher: Educational Publishing Foundation; [Journal Article] Abstract: In this paper, we describe the structure of the experiential shift that occurs during high intensity exercise when runners navigate the spectrum of extrinsic and intrinsic motivation. Extrinsic motivation is defined as any reliance on external affirmations for effort or intensity, and is marked by a dependence on objective evaluations. Intrinsic motivation is defined as the self-awareness of effort and perceived exertion; it is marked by a process- or task-focus. The participants, **college** runners at a liberal arts school in the Northeast, were asked to describe their experience after running a 3,000-meter time trial on the track without the aid of external performance feedback. The protocols were analyzed using the descriptive phenomenological method in **psychology**. Three subjects remained extrinsically motivated throughout the workout, demonstrating a pronounced need for external evaluations of their effort level. When this was not supplied, these runners exhibited frustration, confusion, and disorientation. For the remaining four runners, the absence of external feedback encouraged a shift to intrinsic motivation. These runners reported relaxation and greater enjoyment in the workout (with no noticeable reduction in performance). The authors make suggestions as to how these findings may be put to meaningful use in the creation and application of athletic training programs for **college students**. (PsycINFO Database Record (c) 2018 APA, all rights reserved), Database: PsycARTICLES

Subjects: Extrinsic Motivation; Intrinsic Motivation; Phenomenology; Running; **Well Being**; Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Male; Female

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HTML Full Text PDF Full Text (124.9KB)

- 17.
Belonging mediates effects of **student**-**university** fit on **well**-**being**, motivation, and dropout intention.
Academic Journal

Suhlmann, Michèle; Sassenberg, Kai; Nagengast, Benjamin; Trautwein, Ulrich; Social **Psychology**, Vol 49(1), 2018 pp. 16-28. Publisher: Hogrefe Publishing; [Journal Article] Abstract: About one third of **university students** drop out from their **undergraduate** studies. The fit between **students**' self-construal and **university** norms has been suggested to contribute to academic success. Building on this idea, we tested a **student**-**university** fit model in a cross-sectional online study among 367 German **university students**. Results support a P-E fit effect, showing that **students** with a high dignity self-construal and who perceived the **university** norms to be highly independent indicated the greatest sense of belonging to the **university**. In turn, belonging positively predicted **well**-**being** and academic motivation and reduced dropout intention. In sum, this study suggests that a person-environment fit analysis can contribute to the understanding of healthy **student** life and academic success. (PsycINFO Database Record (c) 2018 APA, all rights reserved), Database: PsycARTICLES
Subjects: Academic Achievement; **College Students**; Person Environment Fit; **Well Being**; Belonging; Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Male; Female
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- 18
The 2 × 2 model of perfectionism: A comparison across Asian Canadians and European Canadians.
Academic Journal

Franche, Véronique; Gaudreau, Patrick; Miranda, Dave; Journal of Counseling **Psychology**, Vol 59(4), Oct, 2012 pp. 567-574. Publisher: American Psychological Association; [Journal Article] Abstract: The 2 × 2 model of perfectionism posits that the 4 within-person combinations of self-oriented and socially prescribed perfectionism (i.e., pure SOP, mixed perfectionism, pure SPP, and nonperfectionism) can be distinctively associated with psychological adjustment. This study examined whether the relationship between the 4 subtypes of perfectionism proposed in the 2 × 2 model (Gaudreau & Thompson, 2010) and academic outcomes (i.e., academic satisfaction and grade-point average [GPA]) differed across 2 sociocultural groups: Asian Canadians and European Canadians. A sample of 697 **undergraduate students** (23% Asian Canadians) completed self-report measures of dispositional perfectionism, academic satisfaction, and GPA. Results replicated most of the 2 × 2 model's hypotheses on ratings of GPA, thus supporting that nonperfectionism was associated with lower GPA than pure SOP (Hypothesis 1a) but with higher GPA than pure SPP (Hypothesis 2). Results also showed that mixed perfectionism was related to higher GPA than pure SPP (Hypothesis 3) but to similar levels as pure SOP, thus disproving Hypothesis 4. Furthermore, results provided evidence for cross-cultural differences in academic satisfaction. While all 4 hypotheses were supported among European Canadians, only Hypotheses 1a and 3 were supported among Asian Canadians. Future lines of research are discussed in light of the importance of acknowledging the role of culture when studying the influence of dispositional perfectionism on academic outcomes. (PsycINFO Database Record (c) 2016 APA, all rights reserved), Database: PsycARTICLES
Subjects: Academic Achievement; Cross Cultural Differences; Perfectionism; Adolescence (13-17 yrs); Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Thirties (30-39 yrs); Middle Age (40-64 yrs); Male; Female
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HTML Full Text PDF Full Text (820.1KB)

19

Texting while stressed: Implications for **students**' burnout, sleep, and **well-being**.

Academic Journal

Murdock, Karla Klein; **Psychology** of Popular Media Culture, Vol 2(4), Oct, 2013 pp. 207-221. Publisher: Educational Publishing Foundation; [Journal Article] Abstract: Text messaging has become an integral part of social life, especially among adolescents and young adults. As a potentially continuously accessible form of communication, texting may affect individuals' psychosocial functioning in interesting—and unexplored—ways. The current study examines links among interpersonal stress, text messaging behavior, and 3 indicators of **college students**' health and **well-being**: burnout, sleep problems, and emotional **well-being**. It was proposed that high rates of text messaging may exacerbate the effects of interpersonal stress on these aspects of **students**' health and **well-being**. Participants included 83 first-year **undergraduate students**. Results of hierarchical regression analyses indicated that higher levels of interpersonal stress were significantly associated with compromises in all 3 areas of functioning. A higher number of daily texts was directly associated with more sleep problems. The number of daily texts moderated the association between interpersonal stress and both burnout and emotional **well-being**; interpersonal stress was associated with poorer functioning only at higher levels of texting. Promising future directions for research on texting behavior are discussed. (PsycINFO Database Record (c) 2017 APA, all rights reserved), Database: PsycARTICLES

Subjects: Psychosocial Factors; **Well Being**; Written Communication; Cellular Phones; Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Male; Female
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HTML Full Text PDF Full Text (455.3KB)

20

Me and my 400 friends: The anatomy of **college students**' Facebook networks, their communication patterns, and **well-being**.

Academic Journal

Manago, Adriana M.; Taylor, Tamara; Greenfield, Patricia M.; Developmental **Psychology**, Vol 48(2), Mar, 2012 Special Section: Interactive Media and **Human** Development. pp. 369-380. Publisher: American Psychological Association; [Journal Article] Abstract: Is there a trade-off between having large networks of social connections on social networking sites such as Facebook and the development of intimacy and social support among today's generation of emerging adults? To understand the socialization context of Facebook during the transition to adulthood, an online survey was distributed to **college students** at a large urban **university**; participants answered questions about their relationships by systematically sampling their Facebook contacts while viewing their Facebook profiles online. Results confirmed that Facebook facilitates expansive social networks that grow disproportionately through distant kinds of relationship (acquaintances and activity connections), while also expanding the number of close relationships and stranger relationships, albeit at slower rates. Those with larger networks estimated that larger numbers of contacts in their networks were observing their status updates, a form of public communication to one's entire contact list. The major function of status updates was emotional disclosure, the key feature of intimacy. This finding indicates the transformation of the nature of intimacy in the environment of a social network site. In addition, larger networks and larger estimated audiences predicted higher levels of life satisfaction and perceived social support on Facebook. These findings emphasize the psychological importance of audience in the Facebook environment. Findings also suggest that social networking sites help youth to satisfy enduring **human** psychosocial needs for permanent relations in a geographically mobile world—**college students** with higher proportions of maintained contacts from the past (primarily high school friends) perceived Facebook as a more useful tool for procuring social support. (PsycINFO Database Record (c) 2016 APA, all rights reserved), Database: PsycARTICLES

Subjects: Adult Development; Intimacy; Life Changes; Online Social Networks; Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Male; Female
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Priming self-determined and non-self-determined group identification: Effects on **well**-**being** and ingroup bias.

Academic Journal

Yampolsky, Maya A.; Amiot, Catherine E.; Group Dynamics: Theory, Research, and Practice, Vol 17(3), Sep, 2013 pp. 137-149. Publisher: Educational Publishing Foundation; [Journal Article] Abstract: Social identity is considered a key social psychological variable to understand intergroup behaviors. Given that social identity has been associated with divergent outcomes (e.g., individual **well**-**being**, helping behaviors, ingroup bias), we investigated which dimensions of social identification yield these divergent consequences. To this aim, the present study applied self-determination theory to capture how group members' motivation for identifying with their ingroup may predict these different intergroup and individual outcomes. The research also tested the interplay between these motivations to identify and participants' chronic levels of social identification. Motivation to identify was experimentally manipulated using a priming methodology to activate the implicit motives underlying identification with groups. Québécois **undergraduatestudents** took part in the study (N 113). As expected, results from moderated multiple regression analyses revealed that identification with Québec was significantly related to more ingroup bias among participants who were primed with a non-self-determined motivation to identify. **Well**-**being** was significantly predicted by degree of identification but not by primed motivation. Results are interpreted in light of social identity theory and self-determination theory. (PsycINFO Database Record (c) 2016 APA, all rights reserved), Database: PsycARTICLES

Subjects: Ingroup Outgroup; Motivation; Self-Determination; Social Identity; Theories; Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Thirties (30-39 yrs); Middle Age (40-64 yrs); Male; Female
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HTML Full Text PDF Full Text (139.8KB)

22

Cultural self, personal self: Links with life satisfaction among Mexican American **college students**.

Academic Journal

Navarro, Rachel L.; Ojeda, Lizette; Schwartz, Seth J.; Piña-Watson, Brandy; Luna, Laura L.; Journal of Latina/o **Psychology**, Vol 2(1), Feb, 2014 pp. 1-20. Publisher: Educational Publishing Foundation; [Journal Article] Abstract: Structural equation modeling was used to test relations among heritage-culture retention (i.e., adherence to Latina/o values, ethnic identity, and collective self-esteem), personal self-esteem, life satisfaction, and academic grades for 446 Mexican American **college students**. Results indicated that the hypothesized model fit the data **well**. Personal self-esteem partially mediated the relation between heritage-culture retention and life satisfaction. Specifically, heritage-culture retention predicted personal self-esteem, and heritage-culture retention and personal self-esteem both predicted life satisfaction. The mediated effect of heritage-culture retention to life satisfaction via personal self-esteem also was significant. The relation of personal self-esteem to life satisfaction was significant for both genders, but stronger for women, resulting in a stronger mediated effect of heritage-culture retention on life satisfaction for women than men. Contrary to the hypotheses, academic grades were not predicted by life satisfaction and, thus, not indirectly related to heritage-culture retention or personal self-esteem. Overall, greater retention of aspects of one's heritage culture predicted higher levels of both personal self-esteem and life satisfaction. In turn, higher personal self-esteem predicted greater life satisfaction. The hypothesized model explained 28% of the variance in life satisfaction. Implications for research and practice are discussed. (PsycINFO Database Record (c) 2016 APA, all rights reserved), Database: PsycARTICLES

Subjects: Life Satisfaction; Mexican Americans; Self-Concept; Social Identity; Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Male; Female
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HTML Full Text PDF Full Text (339.7KB)

23

More pain than gain: Effort–reward imbalance, burnout, and withdrawal intentions within a **university student** population.

Academic Journal

Williams, Cameron John; Dziurawiec, Suzanne; Heritage, Brody; Journal of Educational **Psychology**, Vol 110(3), Apr, 2018 pp. 378-394. Publisher: American Psychological Association; [Journal Article] Abstract: Despite the widespread prevalence of psychological distress that affects many higher education **students**, existing **student**-stress research remains largely atheoretical. To address this gap, this paper applies Siegrist's (1996) effort-reward imbalance model in a theoretical investigation of **student** stress. We surveyed Australian **universitystudents** (N = 2,451) to identify whether discrepancies between efforts expended and rewards obtained influence **student**-distress outcomes (e.g., withdrawal/departure intentions). More than one-third of the **students** (37.5%) reported detrimental effort-reward imbalances, and these imbalances positively correlated with burnout and withdrawal intentions. Ultimately, burnout fully mediated the relationship between effort-reward imbalance and withdrawal intentions for both first-year and subsequent-year **students**. Unexpectedly, **student** resilience did not moderate these relationships. In light of these results, implications pertaining to the conceptualization and management of **student** distress and attrition are offered. (PsycINFO Database Record (c) 2018 APA, all rights reserved), Database: PsycARTICLES
Subjects: College Students; Distress; Academic Stress; Adolescence (13-17 yrs); Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Thirties (30-39 yrs); Middle Age (40-64 yrs); Aged (65 yrs & older); Male; Female
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HTML Full Text PDF Full Text (495.7KB)

24

An integrated model of weekday stress and weekend recovery of **students**.

Academic Journal

Ragsdale, Jennifer M.; Beehr, Terry A.; Grebner, Simone; Han, Kyunghee; International Journal of Stress Management, Vol 18(2), May, 2011 pp. 153-180. Publisher: Educational Publishing Foundation; [Journal Article] Abstract: In previous research on psychological stress recovery, recovery activities and recovery experiences have been studied separately rather than jointly. The present study advances previous knowledge about stress recovery by integrating the effects of these separate recovery constructs within a single study and examining them outside the work context. We propose and test an integrated model of the stress-recovery process that includes weekday stressors and weekend recovery activity behaviors, psychological recovery experiences, and recovery outcomes. **Undergraduates** (n = 221) from a Midwestern **university**reported on Friday about stressors experienced during the week, followed by a weekend during which recovery could occur. On Monday they reported their weekend activities and their current **well-being**. Results suggest that participating in specific recovery activities during a weekend and accompanying specific subjective recovery experiences reduce negative psychological outcomes. Future research and practical applications of the integrated model of the recovery process are discussed. (PsycINFO Database Record (c) 2016 APA, all rights reserved), Database: PsycARTICLES
Subjects: College Students; Psychological Stress; **Student** Characteristics; Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Thirties (30-39 yrs); Male; Female
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25

Up, not down: The age curve in happiness from early adulthood to midlife in two longitudinal studies.

Academic Journal

Galambos, Nancy L.; Fang, Shichen; Krahn, Harvey J.; Johnson, Matthew D.; Lachman, Margie E.; Developmental **Psychology**, Vol 51(11), Nov, 2015 pp. 1664-1671. Publisher: American Psychological Association; [Journal Article] Abstract: Happiness is an important indicator of **well-being**, and little is known about how it changes in the early adult years. We examined trajectories of happiness from early adulthood to midlife in 2 Canadian longitudinal samples: high school seniors followed from ages 18–43 and **university** seniors followed from ages 23–37. Happiness increased into the 30s in both samples, with a slight downturn by age 43 in the high school sample. The rise in happiness after high school and **university** remained after controlling for important baseline covariates (gender, parents' education, grades, self-esteem), time-varying covariates known to be associated with happiness (marital status, unemployment, self-rated physical health), and number of waves of participation. The upward trend in happiness runs counter to some previous cross-sectional research claiming a high point in happiness in the late teens, decreasing into midlife. As cross-sectional designs do not assess within-person change, longitudinal studies are necessary for drawing accurate conclusions about patterns of change in happiness across the life span. (PsycINFO Database Record (c) 2016 APA, all rights reserved), Database: PsycARTICLES
Subjects: College Students; Happiness; High School **Students**; Life Span; Longitudinal Studies; Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Thirties (30-39 yrs); Middle Age (40-64 yrs); Male; Female
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HTML Full Text PDF Full Text (239.1KB)

- 26
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Perceptions of interparental conflict, romantic attachment, and psychological distress in **college students**.

Academic Journal

Cusimano, Angela M.; Riggs, Shelley A.; Couple and Family **Psychology**: Research and Practice, Vol 2(1), Mar, 2013 pp. 45-59. Publisher: Educational Publishing Foundation; [Journal Article] Abstract: There is a **well**-documented association between interparental conflict and offspring psychological functioning from childhood to early adulthood. Although the literature suggests that interparental conflict affects offspring **well-being** through cognitive and emotional pathways, little research has addressed how the adult attachment system might mediate the early experience of interparental conflict and psychological distress in adulthood. In the current study, **college students** (N = 330) completed an online survey about their perceptions of early interparental conflict, romantic attachment patterns, and current psychological symptoms. Results suggest that memories of interparental conflict in childhood are significantly related to psychological functioning in emerging adulthood and adult attachment strategies play an important mediating role. (PsycINFO Database Record (c) 2018 APA, all rights reserved), Database: PsycARTICLES
Subjects: Adult Development; Attachment Behavior; Life Changes; Adolescence (13-17 yrs); Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Thirties (30-39 yrs); Middle Age (40-64 yrs); Male; Female
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27

Reducing mental health disparities through transformative learning: A social change model with refugees and **students**.

Academic Journal

Hess, Julia M.; Isakson, Brian; Githinji, Ann; Roche, Natalie; Vadnais, Kathryn; Parker, Danielle P.; Goodkind, Jessica R.; Psychological Services, Vol 11(3), Aug, 2014 pp. 347-356. Publisher: Educational Publishing Foundation; [Journal Article] Abstract: Distribution of power and resources greatly impacts the mental health of individuals and communities. Thus, to reduce mental health disparities, it is imperative to address these social determinants of mental health through social change. Engaging in social change efforts requires people to critically engage with present conditions on personal, local, national, and global levels and to develop knowledge, capacity, and experience with envisioning and creating more equitable conditions. This critical engagement can be fostered through a process of transformative learning. In this article, we examine the Refugee **Well-being** Project (RWP), a program that aims to improve the mental health of refugees in the United States. From 2007 to 2009, participants in the RWP in New Mexico were refugees from the Great Lakes region of Africa. The RWP paired **undergraduatestudents** with refugees to engage in mutual learning and advocacy. Data from in-depth qualitative interviews with 72 refugees and 53 **undergraduate students** suggest that participation in the RWP constituted a transformative learning experience through which refugees and **students** came to new understandings of the relationship between social inequities and **well-being**. For many, this provided an impetus to work toward change at multiple levels. (PsycINFO Database Record (c) 2016 APA, all rights reserved), Database: PsycARTICLES

Subjects: Intervention; Mental Health; Refugees; Social Change; Health Disparities; Childhood (birth-12 yrs); School Age (6-12 yrs); Adolescence (13-17 yrs); Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Thirties (30-39 yrs); Middle Age (40-64 yrs); Aged (65 yrs & older); Male; Female

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28

Ethnic-racial typicality and its relation to ethnic identity and psychological functioning.

Academic Journal

Mitchell, Lauren L.; Kathawalla, Ummul-Kiram; Ajayi, Alex A.; Fish, Jillian; Nelson, Sarah C.; Peissig, Lovey H. M.; Syed, Moin; Cultural Diversity and Ethnic Minority **Psychology**, Vol 24(3), Jul, 2018 pp. 400-413. Publisher: Educational Publishing Foundation; [Journal Article] Abstract: Objectives: Ethnic identity development is considered a central task of adolescence and emerging adulthood for ethnic minority individuals. Although the process of developing a coherent ethnic identity has received attention from researchers, there has been little work done to elucidate the content of ethnic identity. This study uses an inductive mixed-methods approach to address 1 aspect of ethnic identity content: typicality, or the degree of perceived similarity individuals feel to their ethnic-racial group. Method: Participants included 974 **college students**at 3 **universities**—66% women, average age 20.4 years, 5% Black, 30% Asian, 10% Latinx, 40% White, 11% Multiracial, 1% American Indian, and 4% Other race–ethnicity. Thematic analysis was used to code qualitative categories on what makes individuals typical of and atypical of their ethnic group. Codes were used to quantitatively assess relations between aspects of typicality, ethnic identity, and mental health. Results: Findings suggest that individuals judged their typicality and atypicality to their ethnic group by focusing on skin color, hair, facial features; values related to family, achievement, and religion–spirituality; and behaviors related to arts–media, sports, spending time with others, and food. Additionally, findings demonstrated that most individuals feel typical of their ethnic group and, of importance, that level of perceived typicality was inversely related to measures of ethnic identity and **well-being**. Finally, participants differed in their feeling of **being** typical by ethnic-racial group identifications. Conclusions: Ethnic-racial typicality provides valuable information about ethnic identity content and is related to important mental health outcomes. (PsycINFO Database Record (c) 2018 APA, all rights reserved), Database: PsycARTICLES

Subjects: Ethnic Identity; Mental Health; Emerging Adulthood; Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Male; Female

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- 29

Applications of the psychotherapy phase model to clinically significant deterioration.

Academic Journal

Swift, Joshua K.; Callahan, Jennifer L.; Heath, Christopher J.; Herbert, Gregory L.; Levine, Jason C.; Psychotherapy: Theory, Research, Practice, Training, Vol 47(2), Jun, 2010 pp. 235-248. Publisher: Educational Publishing Foundation; [Journal Article] Abstract: While previous research on deterioration has focused on identifying individuals at risk for negative outcomes, little is known about the nature or pattern by which deterioration occurs. The problem of deterioration is especially salient in training clinics; a setting in which higher deterioration rates have been reported. Two studies were designed to test the applicability of the phase model to deterioration in a training clinic and to replicate the model with a training clinic referral-base sample. In Study 1, the course of therapy was monitored for 135 clients. For the 38 clients who deteriorated during therapy, a model where increased symptoms (demediation) reliably preceded both decreased functioning (dehabilitation) and decreased **well-being** (demoralization) was found. In Study 2, the same three phases were prospectively monitored for 914 **undergraduate students** on a weekly basis throughout a single semester. For the 158 individuals who deteriorated during this time, a model where demediation reliably preceded dehabilitation, which preceded demoralization was found. These results have clinical implications for the use of tailored intervention strategies focusing on the deterioration phases. (PsycINFO Database Record (c) 2016 APA, all rights reserved), Database: PsycARTICLES

Subjects: Mental Disorders; Psychotherapeutic Outcomes; Psychotherapy; Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Thirties (30-39 yrs); Middle Age (40-64 yrs)

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30

College females with maltreatment histories have atypical autonomic regulation and poor psychological **wellbeing**.

Academic Journal

Dale, Lourdes P.; Shaikh, Samia K.; Fasciano, Laura C.; Watorek, Vanessa D.; Heilman, Keri J.; Porges, Stephen W.; Psychological Trauma: Theory, Research, Practice, and Policy, Vol 10(4), Jul, 2018 pp. 427-434. Publisher: Educational Publishing Foundation; [Journal Article] Abstract: Objectives: This study uniquely examined the impact of maltreatment (without a diagnosis of posttraumatic stress disorder [PTSD]) on physiological responses to a physical and an emotional stressor. The study sample was composed exclusively of women, because men may differ in maltreatment experience and neural regulation of physiological reactivity. Method: Participants were 60 female **college students**. A significant proportion of the participants reported experiencing childhood maltreatment without a history of PTSD. Participants completed measures assessing psychological and PTSD symptomatology. Heart rate was monitored before, during, and after riding a stationary bike (physical stressor) and viewing a video of a child **being**maltreated (emotional stressor). Baseline and stressor related patterns of heart rate and respiratory sinus arrhythmia (RSA) were quantified from the beat-to-beat heart rate. Results: Women with maltreatment histories reported more psychological distress and PTSD symptomatology, had lower levels of RSA and faster heart rate, and reacted to the stressors with atypical vagal regulation of RSA and heart rate. Conclusion: Accompanying psychological difficulties, women with maltreatment histories exhibit atypical physiological regulation to stressors consistent with clinical observations of lower thresholds to defensiveness and other manifestations of compromised resilience. The findings are consistent with polyvagal theory, which emphasizes the role of the 'vagal brake' in social engagement and coregulation behaviors—features frequently compromised in survivors of emotional and physical abuse. Future research should investigate whether these features of atypical autonomic regulation are lead indicators of mental and physical health risks and whether these features can be reversed. (PsycINFO Database Record (c) 2018 APA, all rights reserved), Database: PsycARTICLES

Subjects: Child Abuse; Emotions; **Human** Females; Physiology; Posttraumatic Stress Disorder; Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Female

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- 31
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A pilot study of brief psychodynamic psychotherapy for depression and anxiety in young Iranian adults: The effect of attachment style on outcomes.

Academic Journal

Heidari, Shima; Lewis, Andrew J.; Allahyari, Abbasali; Azadfallah, Parviz; Bertino, Melanie D.; Psychoanalytic **Psychology**, Vol 30(3), Jul, 2013 pp. 381-393. Publisher: Educational Publishing Foundation; [Journal Article] Abstract: This pilot study examines the feasibility and efficacy of a brief psychodynamic therapy called brief empathic psychotherapy (BEP; B. Seruya, 1997,*Empathic brief psychotherapy*, Jason Aronson, Northvale, NJ) as a treatment for anxiety and depressive symptoms in a group of young **university students** in Iran. The study used an uncontrolled repeated-measures design with data collected at baseline, completion of treatment and at 3 months following completion. Participants were 20 **students** from an Iranian **university**who presented to the **university**'s health center with symptoms of anxiety and depression. All subjects were Persian. There were 9 men and 11 women participants, aged 19 to 24 years. Participants completed the Depression Anxiety Stress Scale, short-form (A. Sahebi, M. J. Asghari, & R. S. Salari, 2004) and the Adult Attachment Scale (AAS; C. Hazan & P. Shaver, 1987) at each time point. The recruited sample included an equal number of participants with avoidant and anxious attachment styles, based on participants' AAS scores. Both the anxious and the avoidant groups received 12 sessions of weekly individual therapy. Substantial and statistically significant posttreatment reductions were found in anxiety and depression symptoms for both attachment styles and these reductions increased in the follow-up period. Effect sizes were very large by Cohen's criteria. This pilot study suggests that there is preliminary support for BEP as a feasible and potentially efficacious treatment of anxiety and depression in an Iranian cultural context. The study also suggests that BEP may be equally effective for individuals with either avoidant or ambivalent attachment styles, although this finding requires further investigation. Findings are discussed in terms of different therapeutic approaches suitable for individuals with anxious versus avoidant attachment styles. (PsycINFO Database Record (c) 2016 APA, all rights reserved), Database: PsycARTICLES

Subjects: Brief Psychotherapy; Empathy; Major Depression; Psychodynamic Psychotherapy; Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Male; Female

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New Terms

Person-activity fit diagnostic, happiness, university students or college students or undergraduates

- 32.

On the hierarchical structure of mood and anxiety disorders: Confirmatory evidence and elaboration of a model of temperament markers.

Academic Journal

Sellbom, Martin; Ben-Porath, Yossef S.; Bagby, R. Michael; Journal of Abnormal Psychology, Vol 117(3), Aug, 2008 Special Section: Reconceptualizing Psychopathology in DSM-V. pp. 576-590. Publisher: American Psychological Association; [Journal Article] Abstract: The authors examined D. Watson's (2005) proposed reconceptualization of the **diagnostic** categories for mood and anxiety disorders for the **Diagnostic** and Statistical Manual of Mental Disorders--Fifth Edition (DSM-V) and tested an elaboration of the 2-factor (positive and negative activation) model of underlying temperament markers that incorporates A. Tellegen, D. Watson, & L. A. Clark's (1999a, 1999b) higher-order dimension of **happiness**-unhappiness (or demoralization; see A. Tellegen et al., 2003). In Study 1, 502 **undergraduate students** completed several symptom measures of mood and anxiety disorders and the Minnesota Multiphasic Personality Inventory-2 (J. N. Butcher et al., 2001). Using confirmatory factor analysis, the authors replicated Watson's distress and fear disorder model. Path analyses showed that demoralization was a primary marker of distress disorders, whereas dysfunctional negative emotions was a primary marker of fear disorders. Low positive emotions was a specific marker of depression and social phobia. This 3-factor path model was associated with better **fit** than was a 2-factor model excluding demoralization. In Study 2, the authors replicated the findings of Study 1 using data from an archival clinical sample of 636 Veterans Affairs hospital outpatients. The authors' findings provide evidence on the important role of demoralization in mood and anxiety disorders. (PsycINFO Database Record (c) 2016 APA, all rights reserved), Database: PsycARTICLES

Subjects: Affective Disorders; Anxiety Disorders; Distress; Emotional States; Fear; Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Thirties (30-39 yrs); Middle Age (40-64 yrs); Aged (65 yrs & older); Very Old (85 yrs & older); Male; Female

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- 33.

Up, not down: The age curve in **happiness** from early adulthood to midlife in two longitudinal studies.

Academic Journal

Galambos, Nancy L.; Fang, Shichen; Krahn, Harvey J.; Johnson, Matthew D.; Lachman, Margie E.; Developmental Psychology, Vol 51(11), Nov, 2015 pp. 1664-1671. Publisher: American Psychological Association; [Journal Article] Abstract: **Happiness** is an important indicator of well-being, and little is known about how it changes in the early adult years. We examined trajectories of **happiness** from early adulthood to midlife in 2 Canadian longitudinal samples: high school seniors followed from ages 18–43 and **university** seniors followed from ages 23–37. **Happiness**increased into the 30s in both samples, with a slight downturn by age 43 in the high school sample. The rise in **happiness** after high school and **university** remained after controlling for important baseline covariates (gender, parents' education, grades, self-esteem), time-varying covariates known to be associated with **happiness** (marital status, unemployment, self-rated physical health), and number of waves of participation. The upward trend in **happiness** runs counter to some previous cross-sectional research claiming a high point in **happiness** in the late teens, decreasing into midlife. As cross-sectional designs do not assess within-**person** change, longitudinal studies are necessary for drawing accurate conclusions about patterns of change in **happiness** across the life span. (PsycINFO Database Record (c) 2016 APA, all rights reserved), Database: PsycARTICLES

Subjects: College Students; **Happiness**; High School **Students**; Life Span; Longitudinal Studies; Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Thirties (30-39 yrs); Middle Age (40-64 yrs); Male; Female

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- 34.

An experience sampling study of emotional reactions to music: Listener, music, and situation.

Academic Journal

Juslin, Patrik N.; Liljeström, Simon; Västfjäll, Daniel; Barradas, Gonçalo; Silva, Ana; Emotion, Vol 8(5), Oct, 2008 pp. 668-683. Publisher: American Psychological Association; [Journal Article] Abstract: The Experience Sampling Method was used to explore emotions to music as they naturally occurred in everyday life, with a focus on the prevalence of different musical emotions and how such emotions are related to various factors in the listener, the music, and the situation. Thirty-two **college students**, 20 to 31 years old, carried a palmtop that emitted a sound signal seven times per day at random intervals for 2 weeks. When signaled, participants were required to complete a questionnaire on the palmtop. Results showed that music occurred in 37% of the episodes, and in 64% of the music episodes, the participants reported that the music affected how they felt. Comparisons showed that *happiness-elation* and *nostalgia-longing* were more frequent in episodes with musical emotions, whereas *anger-irritation, boredom-indifference*, and *anxiety-fear* were more frequent in episodes with nonmusical emotions. The prevalence of specific musical emotions correlated with personality measures and also varied depending on the situation (e.g., current **activity**, other people present), thus highlighting the need to use representative samples of situations to obtain valid estimates of prevalence. (PsycINFO Database Record (c) 2016 APA, all rights reserved), Database: PsycARTICLES

Subjects: Auditory Stimulation; Emotions; Life Experiences; Music; Personality; Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Thirties (30-39 yrs); Male; Female

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Appendix 2

PRISMA 2009 Checklist

Section/topic	#	Checklist item	Reported on page #
TITLE			
Title	1	Identify the report as a systematic review, meta-analysis, or both.	
ABSTRACT			
Structured summary	2	Provide a structured summary including, as applicable: background; objectives; data sources; study eligibility criteria, participants, and interventions; study appraisal and synthesis methods; results; limitations; conclusions and implications of key findings; systematic review registration number.	
INTRODUCTION			
Rationale	3	Describe the rationale for the review in the context of what is already known.	
Objectives	4	Provide an explicit statement of questions being addressed with reference to participants, interventions, comparisons, outcomes, and study design (PICOS).	
METHODS			
Protocol and registration	5	Indicate if a review protocol exists, if and where it can be accessed (e.g., Web address), and, if available, provide registration information including registration number.	
Eligibility criteria	6	Specify study characteristics (e.g., PICOS, length of follow-up) and report characteristics (e.g., years considered, language, publication status) used as criteria for eligibility, giving rationale.	
Information sources	7	Describe all information sources (e.g., databases with dates of coverage, contact with study authors to identify additional studies) in the search and date last searched.	
Search	8	Present full electronic search strategy for at least one database, including any limits used, such that it could be repeated.	
Study selection	9	State the process for selecting studies (i.e., screening, eligibility, included in systematic review, and, if applicable, included in the meta-analysis).	
Data collection process	10	Describe method of data extraction from reports (e.g., piloted forms, independently, in duplicate) and any processes for obtaining and confirming data from investigators.	
Data items	11	List and define all variables for which data were sought (e.g., PICOS, funding sources) and any assumptions and simplifications made.	
Risk of bias in individual studies	12	Describe methods used for assessing risk of bias of individual studies (including specification of whether this was done at the study or outcome level), and how this information is to be used in any data synthesis.	
Summary measures	13	State the principal summary measures (e.g., risk ratio, difference in means).	
Synthesis of results	14	Describe the methods of handling data and combining results of studies, if done, including measures of consistency (e.g., I^2) for each meta-analysis.	

Section/topic	#	Checklist item	Reported on page #
Risk of bias across studies	15	Specify any assessment of risk of bias that may affect the cumulative evidence (e.g., publication bias, selective reporting within studies).	
Additional analyses	16	Describe methods of additional analyses (e.g., sensitivity or subgroup analyses, meta-regression), if done, indicating which were pre-specified.	
RESULTS			
Study selection	17	Give numbers of studies screened, assessed for eligibility, and included in the review, with reasons for exclusions at each stage, ideally with a flow diagram.	Figure 1
Study characteristics	18	For each study, present characteristics for which data were extracted (e.g., study size, PICOS, follow-up period) and provide the citations.	Table 1
Risk of bias within studies	19	Present data on risk of bias of each study and, if available, any outcome level assessment (see item 12).	
Results of individual studies	20	For all outcomes considered (benefits or harms), present, for each study: (a) simple summary data for each intervention group (b) effect estimates and confidence intervals, ideally with a forest plot.	Figure 2
Synthesis of results	21	Present results of each meta-analysis done, including confidence intervals and measures of consistency.	8
Risk of bias across studies	22	Present results of any assessment of risk of bias across studies (see Item 15).	
Additional analysis	23	Give results of additional analyses, if done (e.g., sensitivity or subgroup analyses, meta-regression [see Item 16]).	
DISCUSSION			
Summary of evidence	24	Summarize the main findings including the strength of evidence for each main outcome; consider their relevance to key groups (e.g., healthcare providers, users, and policy makers).	12-13
Limitations	25	Discuss limitations at study and outcome level (e.g., risk of bias), and at review-level (e.g., incomplete retrieval of identified research, reporting bias).	14
Conclusions	26	Provide a general interpretation of the results in the context of other evidence, and implications for future research.	14
FUNDING			
Funding	27	Describe sources of funding for the systematic review and other support (e.g., supply of data); role of funders for the systematic review.	14

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