

1 **Time to Flourish: designing a coaching psychology programme to promote**
2 **resilience and wellbeing in postgraduate students**

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Abstract

43 Background: Poor mental health within the student population has become increasingly
44 prevalent, with research suggesting that these figures are set to rise rapidly in the
45 coming years. In this context, the search for evidence-based strategies to equip
46 university students with the necessary skills to improve levels of resilience and
47 wellbeing has become paramount.

48 Objectives: To describe the results of a pilot run of ‘Time to Flourish: Achieving your
49 Potential’, a coaching psychology programme designed to enhance wellbeing and help
50 prevent mental health issues in university students.

51 Method: The programme was based on the integrative cognitive-behavioural coaching
52 model and delivered in 10 x 2-hour sessions to taught postgraduate students in the
53 Institute of Psychiatry, Psychology and Neuroscience at King’s College London,
54 between October 2018 and February 2019.

55 Results: Students’ appraisal of the pilot suggested that it was effective in teaching them
56 important practical tools for an enhanced experience of living, within and outside
57 academia.

58 Conclusions: Based on these students’ feedback, an updated version can now be
59 formulated, which will allow an evidence-based evaluation of its effectiveness.

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61 *Keywords:* coaching psychology, integrative cognitive-behavioural coaching, positive
62 psychology, resilience, student wellbeing.

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Introduction

64 Student mental health, particularly during university studies, has received
65 growing attention in recent years. Transition to adulthood is a challenging period, and
66 while levels of poor mental health within the student population used to match those in
67 the general population (Macaskill, 2013; Hunt & Eisenberg, 2010), this appears to be
68 changing. Despite some concerns regarding sampling methods, including self-selection
69 and self-report in some studies, recent data show an increase in mental health
70 difficulties in this group. The Student Academic Experience Survey of 2017 evaluated
71 responses from 14,000 UK university students and reported that they scored worse in
72 measures of anxiety, life satisfaction, happiness and how worthwhile life was, not only
73 in comparison with age-matched individuals in the general population but also in
74 comparison with the student survey results of the previous year (Neves & Hillman,
75 2017). More recently, a survey of more than 2000 PhD students and 200 Master's
76 students from 26 countries reported that they were more than six times more likely to
77 experience depression and anxiety than the general population (Evans et al., 2018).
78 Furthermore, research suggests that poor mental health figures are set to rise rapidly in
79 the coming years with an increasing trend reported in the number of severe mental
80 health case referrals to university counselling services (Association of University &
81 College Counselling, 2011).

82 Past research has shed light on some of the features that characterise mental
83 health in university students. For example, it has been shown that students with lower
84 quality social support are more likely to experience mental health issues (Hefner &
85 Eisenberg, 2009) and that the effects of emotional distress include poor grades, social

86 isolation, and reduced emotional and behavioural skills (Storrie, Ahern, & Tuckett,
87 2010). Interventions appear to be useful: an online programme based on Acceptance
88 and Commitment Therapy (ACT) showed benefits to university students in self-reported
89 measures of stress and depression, with gains in life satisfaction and self-esteem
90 (Räsänen, Lappalainen, Muotka, Tolvanen, & Lappalainen, 2016). Furthermore, a meta-
91 analysis published in 2013 revealed that cognitive, behavioural, and mindfulness
92 interventions were associated with lower levels of anxiety, depression and stress in this
93 student population (Regehr, Glancy, & Pitts, 2013). More recently, a mindfulness-based
94 intervention has also been shown to reduce psychological distress during examination
95 periods (Galante et al., 2018).

96 One emerging field in the context of mental health and wellbeing in university
97 students is that of positive psychology-based interventions. Positive psychology is a
98 relatively new sub-discipline within the psychological sciences which is focused on
99 understanding the factors that enable people to experience optimal psychological
100 functioning and to thrive. Positive psychology interventions aim to draw on at least one
101 of the five pillars underpinning wellbeing, as suggested by Seligman's PERMA model
102 (2011; 2018): positive emotions, engagement, relationships, meaning and achievements
103 (Table 1). In this context, both positive activities around optimism and gratitude
104 (Lyubomirsky, Dickerhoof, Boehm, Sheldon, & Kennon, 2011) and strengths-based
105 training (Duan, Ho, Tang, Li, & Zhang, 2014) have been shown to increase wellbeing
106 and life satisfaction in university students.

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PLEASE INSERT TABLE 1

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Despite promising results from the aforementioned studies and others alike, most

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of the studies in the field of university student mental health and wellbeing are

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conducted with the undergraduate population. Little is known about the effectiveness of

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interventions designed to help postgraduate students to manage pressure and stressors

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that are more characteristic of this population, such as overcoming procrastination

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around research and final dissertation and making a decision on goals such as the

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possibility of continuing their postgraduate studies through a doctorate degree. Added to

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the high academic expectations and time pressures felt by all students during university

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studies, those on postgraduate courses face some additional specific challenges. These

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include dealing with the higher levels of critical analysis required, the increased social

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participation expected, the exposure to various nationalities and intercultural demands

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that are common in MSc programmes, as well as the high level of language proficiency

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required. In addition, there is a prevalence of personal problems in preparation for a life

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stage with increased levels of independence (Brown, 2007; Wu & Hammond 2011).

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To address this gap and drawing on previous evidence suggesting a role for cognitive-

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behavioural and positive psychology-based interventions in enhancing wellbeing in

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university students, we designed a 10-session face-to-face coaching psychology

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programme named 'Time to Flourish: Achieving your Potential' for delivery to

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postgraduate taught (PGT) students in the Institute of Psychiatry, Psychology &

131 Neuroscience (IoPPN) at King’s College London. In this paper, we describe the
132 programme and discuss the preliminary results of its pilot run between October 2018
133 and February 2019. By stimulating conversations around meaningful values and how
134 these may reflect our social and cultural backgrounds, as well as by equipping students
135 with positive psychology and solution-focused techniques to promote wellbeing and
136 goal achievement, ‘Time to Flourish’ aimed to support postgraduate students to deal
137 more effectively with the demands they face during this important stage of their lives,
138 therefore aiming to improve their experience within and outside of academia.

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Methods

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Participants

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PGT students in the IoPPN were recruited for participation in Time to Flourish through: i) a stand in the induction week event at the start of the academic year 2018-19; ii) an advertisement poster on the Institute wellbeing message board , and iii) by word of mouth. There was no restriction on age, gender or other variables for inclusion in the programme (such as minimum number of modules previously undertaken in their MSc courses) but participants experiencing severe mental distress were encouraged to use the college’s counselling services instead. Interest in taking part in the module was recorded by 131 MSc students, 47 of whom confirmed their registration in the programme due to timetable availability. Of the 47 students registered, 16 completed the whole programme and 14 also completed the programme evaluation questionnaire. Participants were mostly white, heterosexual women studying full time: this is representative of our PGT

153 students, as white women are over-represented in our programmes in general.

154 Participant characteristics are reported in detail on Table 2.

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Procedures

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Time to Flourish: Achieving your Potential

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The programme was underpinned by principles of the integrative cognitive-

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behavioural coaching (ICBC) model, as proposed by Dias, Palmer, and Nardi (2017).

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The ICBC model can be considered one of the branches of positive psychology

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coaching (Green & Palmer, 2019). The model is mostly based on a cognitive-

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behavioural approach but it actively draws on the strengths of both positive psychology

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coaching and solution-focused coaching approaches to deliver a more holistic,

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multimodal coaching process. In this sense, Time to Flourish brought together topics

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such as signature strengths, values, goal setting and action plans, as well as

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identification and reframing of wellbeing- and resilience-blocking beliefs, as shown in

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figure 1.

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176 Sessions were organised around the PERMA model (Seligman, 2011; 2018) and
177 included a theoretical account of the topics, as well as experiential exercises completed
178 in-session with peer support, resembling a co-coaching process. Further practice of the
179 topics covered in the sessions was also encouraged through weekly practice exercises to
180 be completed between sessions. These weekly exercises composed a final portfolio;
181 presentation of the portfolio with at least 50% of the exercises completed was set as a
182 requirement to receive a certificate of completion to be added to students' own
183 employability skills portfolio.

184 From a pedagogical perspective, the programme's learning outcomes were for
185 students to:

- 186 • Become acquainted with the scientific underpinnings of wellbeing and
187 flourishing;
- 188 • Develop valuable academic and life skills that are safe and can be easily applied
189 to enhance academic performance and wellbeing;
- 190 • Become confident about evidence-based ways to reduce stress and enhance
191 resilience;
- 192 • Identify key personal resources, such as signature strengths, and acquire a better
193 sense of meaning and purpose for thriving in and outside of academia;

194 • Demonstrate skills such as creating a vision, setting goals, devising action plans
195 and achieving meaningful goals;

196 • Support wellbeing in their personal life and career.

197 Sessions and topics are described in further detail on table 3.

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PLEASE INSERT TABLE 3

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203 **Programme delivery**

204 Time to Flourish was delivered as 10 face-to-face sessions in lecture theatres in
205 the IoPPN. Each session lasted 2 hours; overall, they were delivered weekly, the
206 exception being a 4-week break around the Christmas period. Sessions were delivered
207 by experienced academics in the fields of mental health and wellbeing. In the ninth
208 session, students were given a programme evaluation form and were instructed to
209 complete it by the end of the tenth session. As part of the programme evaluation,
210 students were asked the following questions:

211 • Were your expectations met?

212 • What did you like the most?

- 213 • What would you change?
- 214 • On a scale of 1 (I definitely will not) to 10 (I definitely will), how likely would
215 you recommend the module to a friend?
- 216 • Regarding your goal achievement established in the beginning of the module,
217 where are you in a scale of 0 (no progress) to 5 (completely achieved)? Please
218 specify your goal, if possible.
- 219 • Do you think the module helped you improve your wellbeing?
- 220 • Considering how useful and enjoyable the session was, how would you rate each
221 of the programme's sessions?

222 Descriptive analysis of the data was undertaken using IBM SPSS Statistics 25
223 and a brief content analysis using identification of themes that emerged from open-
224 ended questions was also undertaken.

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Results

227 The majority of participants (92.9%) reported that their expectations for the
228 programme were met. With regards to the question 'What did you like the most?', five
229 themes were identified in a total of 16 meaning units. Themes categorised as 'friendly
230 environment' (*'the peer to peer talks and the kindness of lecturers'*; *'the ease with which*
231 *lectures were explained'*), 'personal skills' (*'using your strength'*; *'that it was personally*
232 *relevant'*) and 'interactive sessions' (*'discussions and sharing ideas together'*) were most
233 frequently reported (25% of occurrences, each). Other themes, like 'content' (*'valid*

234 *knowledge*’) and ‘weekly practice’ (*homework tasks*’) were also identified, although at a
235 decreased rate of occurrence (12.5% each).

236 For the question ‘What would you like to change?’, 14 meaning units were
237 identified, and six themes emerged. Most answers indicated that participants would not
238 change anything in the programme (*nothing*’; 42.9%); others reported that more content
239 could be added (*more on assertiveness*’; *more theory*’; 14.3%), that an online version
240 of the programme should be made available (*I wish there was a recording*’; 14.3%) and
241 that more group work should be included in the future (7.1%). Another response
242 mentioned a potential change to the title (*perhaps the title of the course. It might attract*
243 *more females than males*’; 7.1%) whilst other two evidenced a misunderstanding of the
244 question where students believed that what was being asked was what they would change
245 in themselves, rather than in the programme (*knowing how to achieve my potential*’;
246 *think more positive*’; 14.3%).

247 When asked whether they would recommend the programme to a fellow student
248 on a scale from 1 (‘I definitely will not’) to 10 (‘I definitely will’), participants rated the
249 programme quite highly ($M = 8.86$; $SD = 1.17$). Participants were then asked to rate
250 their goal achievement on a scale from 0 (‘no progress’) to 5 (‘completely achieved’);
251 the mean goal achievement reported was 3.48 ($SD = 0.54$). With regards to changes in
252 wellbeing, 85.7% participants reported a positive change and 14.3% reported that the
253 programme somewhat helped improve their levels of perceived wellbeing (*it helped me*
254 *become aware and gave me tools/strategies to use*’; *not in a great way but it made me*
255 *think more*’).

256 Finally, participants were asked to rate each of the ten sessions on a scale from 1
257 to 10, taking into consideration how useful and enjoyable the session was. Results are
258 reported in table 3.

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Discussion

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Academic success walks hand-in-hand with student wellbeing. Stress can have a negative impact on academic performance and is associated with high levels of anxiety, depression and other mental and physical health issues (Misra & McKean, 2000; Adams et al., 2008). Designing and offering students effective initiatives for the development of skills to improve self-confidence, wellbeing and resilience are fundamental for the establishment of a positive culture in the institution, one that supports thriving and flourishing and that facilitates student success, retention and employability. Overall, sessions were rated highly with regards to usefulness and enjoyability, suggesting that the programme was well-received by PGT students.

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As reported in the Results section, one participant mentioned that the title ‘Time to Flourish’ could be changed in order to attract more males in future runs, since the term ‘flourish’ could be seen as somewhat associated with the feminine gender. This

277 was an on-going conversation that emerged during the programme and not only at the
278 evaluation stage. We asked participants to suggest new names, with some examples
279 emerging around ‘life coaching’, ‘positive psychology’ and ‘the science of wellbeing’.
280 Drawing on students’ comments during these discussions, the next run of the
281 programme will have a new title, in an attempt to promote greater gender equality in
282 participant recruitment.

283 Another interesting point to make is that around the mean score given by
284 participants to the likelihood of recommending the programme to a friend. If we
285 consider the mean score obtained ($M = 8.86$) being above 7 on a scale from 1 to 10, then
286 in the context of metrics such as Net Promoter Score® benchmarks Time to Flourish
287 would be considered among the best services of its kind (Yan, 2019).

288 When we look at the goal achievement scores, however, we notice that there is
289 clear room for improvement in upcoming offerings of the programme. Goals disclosed
290 by participants in the programme evaluation included submitting PhD applications,
291 achieving a better work-life balance and starting healthy habits (such as healthy eating
292 and undertaking physical exercise more regularly). One participant stated that sessions 9
293 and 10 (on overcoming procrastination and making decisions) were instrumental in
294 them moving forward with their goal, which raises the hypothesis that better ratings for
295 goal achievement could be obtained in follow-up measures. It is also possible that by
296 addressing the points raised by students taking part in this first run (more emphasis on
297 the cognitive-behavioural topics highly rated by students, adding more content on
298 assertiveness and adding a Moodle page with supporting material and forums for peer
299 discussion between sessions), goal achievement should also increase. It is also possible

300 that goal achievement ratings were not measured accurately enough, something that
301 could be addressed by encouraging participants to choose a very specific goal from the
302 beginning of the programme and focus on achieving this goal across the different
303 practical exercises that followed. Encouragement to monitor progress towards goal
304 achievement more regularly could also have been a useful skill for participants, one that
305 could improve their perception of their progress and goal achievement and that could
306 likely lead to increased motivation.

307 With regards to participants' preferred sessions, those on developing solution-
308 focused skills ('Very relevant for practical application to study-based anxiety, which I
309 think was a high priority for many of the students on the course') and cognitive-
310 behavioural skills to overcome procrastination ('Very helpful as it was not a subject I
311 have explored in depth before. Clearly presented. Good mix of theory and practical
312 exercises') and make decisions ('Made me think at my current goals and the reasons as
313 to why maybe I do not take risks often. Favourite lecture') received the highest ratings
314 from participants. Also highly rated was the session on 'Improving the way we live'
315 which explored essentialism and the importance of staying focused, as well as the
316 transtheoretical model of change ('Great session made me think differently'). In terms
317 of areas for improvement, participants pointed out they would appreciate exploring
318 more the theory and evidence from positive psychology studies on the topic of
319 meaning/purpose and more time discussing what success means personally to each one
320 of them.

321 The majority of participants (86%) reported that the programme helped them
322 improve their perceived levels of wellbeing. This is encouraging and provides us with

323 preliminary evidence supporting the effectiveness of Time to Flourish in promoting
324 wellbeing in PGT students. Nevertheless, findings should be interpreted tentatively
325 given the small sample size of this pilot run of the programme and considering that no
326 standardised measures of wellbeing or mental health were used in the study. Self-
327 selection of participants is a limitation that cannot be excluded, and the lack of data
328 from those students who chose not to complete the programme also needs to be
329 considered when interpreting the findings reported herein. Furthermore, it is also
330 important to keep in mind that all participants were PGT students in the IoPPN and
331 were therefore already familiar with some of the concepts presented in the programme.
332 It is part of the future perspectives for this project to evaluate the effectiveness of the
333 programme in other faculties. This should enable us to reach a better understanding of
334 how to promote student wellbeing as a whole, as opposed to promoting it exclusively
335 among students who already have a demonstrated interest in the field.

336 Finally, other points that could be taken into consideration for the next run and
337 evaluation of this wellbeing programme include: 1) possible delivery in areas of the
338 university that are different from those where students normally have their mainstream
339 module delivery (i.e., lecture theatres) in order to avoid contextual association with
340 stressors and in this way boost the potential effectiveness of the intervention, 2) the
341 inclusion of short mindfulness meditation practice (Galante et al., 2018) and 3) the use
342 of other well-established cognitive-behavioural models, such as SPACE (Edgerton &
343 Palmer, 2005) for an in-depth assessment and change of wellbeing-blocking cognitions
344 and behaviours. SPACE is a psychological framework used in the assessment and
345 unblocking of unhelpful cognitions and behaviours in therapy, stress management and

346 also in coaching psychology settings (Edgerton & Palmer, 2005; Williams & Palmer,
347 2013). It is an acronym presented as a diagram to clients which illustrates and stimulates
348 discussions around the five key elements that interact and determine one another in
349 psychological processes: **S**ocial Context, **P**hysical, **A**ctions, **C**ognitions and **E**motions
350 (Edgerton & Palmer, 2005). In the context of student mental health and wellbeing,
351 SPACE could be used to stimulate discussions on topics reported to be the top concerns
352 among university students, such as academic performance, pressure to succeed, and
353 post-graduation plans (Beiter et al., 2015). Moreover, finding ways to engage other
354 minority groups in the programme, through surveys and focus groups, could help
355 improve the programme by enhancing diversity in the group, considering that needs can
356 be group-specific. As recognised by Baik and co-workers, analysing and acting on
357 students' suggestions can help foster their sense of inclusion and empowerment (Baik,
358 Larcombe, & Brooker, 2019).

359

360

Conclusion

361 Promoting resilience and wellbeing in university students at all levels is
362 paramount for student success, retention, and employability and it is also part of the
363 academic citizenship duties expected of higher education institutions. Here, we
364 described Time to Flourish: Achieving your Potential, a coaching psychology-based
365 programme for PGT students to achieve more satisfactory levels of resilience and
366 wellbeing and build a life that is more fulfilling and meaningful inside and outside of
367 academia. Our preliminary results suggest that the programme contains a number of
368 elements that are useful for students in achieving these aims. Suggestions made by

369 students will be incorporated in future runs of the programme to ensure optimal
370 stakeholder engagement in the design and evaluation of this intervention. Future
371 research will be able to unravel whether and how the programme in its modified version
372 will be effective in promoting resilience, wellbeing, goal achievement and hopefully, in
373 also tackling other issues of concern in this population, such as loneliness. Our approach
374 and any future improvements support the suggestion by the UK Healthy Universities
375 Network, “to create a learning environment and organisational culture that enhances the
376 health, well-being and sustainability of its community and enables people to achieve
377 their full potential” (Dooris, Cawood, Doherty, & Powell, 2010).

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TABLES & FIGURE BELOW

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523 **Table 1: Five pillars to wellbeing: The PERMA framework**

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Positive emotions	Emotions usually associated with wellbeing, such as joy, gratitude, serenity, awe, love, pride, inspiration and hope
Engagement	Taking part in activities that create flow, a state of mind characterised by full absorption and engagement. These activities are usually aligned with a strong sense of meaning and purpose
Relationships	Cultivating constructive relationships and building social connection
Meaning	Identifying one's core values and engaging in personal projects that are aligned with these
Achievements	Working towards attainment of meaningful goals and experiencing the associated positive emotions, such as pride, inspiration and gratitude

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537 **Table 2: Participant characteristics**

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Age <i>N</i> (%)	
20-24	4 (28.6)
25-34	6 (42.9)
35-44	1 (7.1)
45-54	1 (7.1)
55-over	1 (7.1)
Prefer not to say	1 (7.1)
Gender <i>N</i> (%)	
Male	1 (7.1)
Female	10 (71.4)
Prefer not to say	3 (21.4)
Is your gender identity the same you were assigned at birth? <i>N</i> (%)	
Yes	14 (100.0)
No	0 (0.0)
What is your sexual orientation? <i>N</i> (%)	
Heterosexual	12 (85.7)
Homosexual	0 (0.0)
Bisexual	1 (7.1)
Prefer not to say	1 (7.1)
Ethnicity <i>N</i> (%)	
Arab	1 (7.1)
Asian	4 (28.6)
Black	1 (7.1)
White	7 (50.0)

Prefer not to say	1 (7.1)
What is your religion or belief? <i>N</i> (%)	
No religion	6 (42.9)
Religion/belief	5 (35.7)
Prefer not to say	3 (21.4)
Do you have a mental or physical impairment, health condition or learning difficulty? <i>N</i> (%)	
Yes	0 (0.0)
No	13 (92.9)
Prefer not to say	1 (7.1)
Programme of study <i>N</i> (%)	
MSc in Addiction Studies	1 (7.1)
MSc in Affective Disorders	1 (7.1)
MSc in Clinical Psychiatry	2 (14.3)
MSc in Early intervention in psychosis	1 (7.1)
MSc in Genes, Environment & Development in Psychology	2 (14.3)
MSc in Mental Health Studies	2 (14.3)
MSc in Neuroimaging	2 (14.3)
MSc in Psychology & Neuroscience of Mental Health (Distance Learning)	2 (14.3)
MSc in War & Psychiatry	1 (7.1)
Mode of study <i>N</i> (%)	
Full-time	10 (71.4)
Part-time	4 (28.6)

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Table 3: A session-by-session overview of Time to Flourish: Achieving your Potential.

Session	Key PERMA domain	Topic description	Examples of exercises and activities
1. Positive psychology and the science of wellbeing	Positive emotions	Programme overview; group contracting; an introduction to positive psychology, positive emotions and flourishing; the broaden-and-build theory of positive emotions (Fredrickson, 2001); signature strengths	Strengths x weaknesses debate; discussion on top 3 signature strengths This week's practice: using your strengths in a new way
2. Stress management and resilience	Positive emotions	This session covered common stressful situations and common responses to stress; the concept of stress; the acute stress response to physical and psychosocial threats; dealing with stress: breathing exercises, eating well, doing physical exercises regularly, relaxation techniques, cognitive reframing, reducing commitments; emotional	Listing strategies to deal with identified stressors and make an action plan to increase time and effort dedicated to self-nourishing activities; personal resilience plan This week's practice: savouring exercise

intelligence; resilience and associated factors; exploring ways to build resilience; psychological flexibility; expectations; dealing with setbacks

3. Self-directed learning and goal setting

Engagement

This topic explored the main attributes that characterise a self-directed learner and ways to develop these important skills for a successful experience as a student and in the workplace. These skills included understanding one’s own values for setting meaningful goals and identifying meaning through the ‘three-question process’

The 3-questions process: what gives you meaning? / what gives you pleasure?/ what engages you?; analysing a meaningful learning experience through the Gibbs Reflective Cycle (Gibbs, 1988); exploring ways to do more activities under the identified/integrated/intrinsic motivation categories; peer reflection on core values

This week’s practice: best possible future self

This topic explored the main assumptions and practical aspects postulated by the solution-focused

Setting up SMART goals; using GROW (Whitmore, 1992) and PRACTICE (Palmer, 2001; 2011) to

<p>4. Developing solution-focused skills</p>	<p>Engagement</p>	<p>approach and related frameworks, such as the GROW (Whitmore, 1992) and PRACTICE (Palmer, 2001; 2011) models</p>	<p>explore goal setting and attainment; devising action plans</p> <p>This week’s practice: gratitude visit or letter</p>
<p>5. Positive communication & interpersonal relationships</p>	<p>Relationships</p>	<p>Relationships; communication components; mindful conversations; listening skills; voice inflections; communicating difficult topics/ managing conflict; finding common ground through shared reality; open x closed/misleading questions; feedback techniques; expressing constructive criticism; assertiveness</p>	<p>Communicate a feeling to a peer; debate on finding common ground with different people and social groups; giving constructive feedback to a colleague through the ‘Situation-Behaviour-Impact’ framework; practising saying ‘no’; exercising assertiveness skills</p> <p>This week’s practice: unexpected acts of kindness</p>
			<p>What does meaningful mean for you? What would your meaningful life look like? What do you need for your meaningful life?; listing personal projects and identifying if or which of them are most meaningful to students</p>

<p>6. Building a meaningful life and career</p>	<p>Meaning</p>	<p>Personal projects (Little, 2016); personality and free traits (Little, 2008); social identities and social representations as origins of meanings we give to projects</p>	<p>and aligned with personality and core values; peer reflection on the origins of meanings given to five top personal projects; peer reflection on ways to advance the personal projects considered most important to the student</p> <p>This week's practice: enhancing pride through reflecting and sharing on the student's most significant achievement</p>
<p>7. 'On being me'- what's your formula for success?</p>	<p>Meaning</p>	<p>Great minds: Their passions....do they think alike to reach their goals?; understanding the conditions under which human talent will flourish; methods, rituals and processes: examples from science; finding passion</p>	<p>Self-exploration exercise: 'My way' to achievement (peer reflection on the methods which have been instrumental towards the student's most significant achievement)</p> <p>This week's practice: gratitude journal</p>
		<p>Principles of essentialism; core mindset of an essentialist: explore, eliminate, execute;</p>	<p>Peer reflection: <i>can we purposefully and deliberately choose where to focus our energy?</i>; being part of projects that</p>

8. Improving the way we live	Accomplishment	transtheoretical model of change (DiClemente & Prochaska, 1982)	are bigger than ourselves; fighting social injustice
			This week's practice: social connection/ making a new connection every day
9. Overcoming procrastination	Accomplishment	What is procrastination; what holds you back; causes of procrastination; typology of procrastination and cognitive-behavioural techniques to tackle procrastination (Dryden & Neenan, 2013)	Exploring what could be holding the student back from starting a meaningful personal or academic project; debating whether self-development or personal maintenance goals have been disadvantaged by procrastination; identifying avoidance behaviours and accompanying rationalisations; identifying types of procrastination in the student's routine; using the ABCDEF model (Palmer & Szymanska, 2007) to challenge unhelpful thoughts and take action
			No weekly exercise
		An introduction to taking risks; common reasons behind avoiding	Identification of situations where fear of failure or rejection prevented the

<p>10. Taking risks and making decisions</p>	<p>Accomplishment</p>	<p>risk; patterns of thinking underlying risk-avoidance; decision making: self-defeating attitudes underpinning indecisiveness; being creative; using a cost-benefit approach towards making decisions; taking risks and making decisions (Dryden & Neenan, 2013)</p>	<p>student from taking action towards meaningful goals; identification of unhelpful thinking patterns; cognitive reframing; self-awareness of self-defeating attitudes underpinning indecisiveness</p> <p>No weekly exercise</p>
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Table 4: Evaluation of each session in terms of usefulness and enjoyability

Session 1:	Session 2:	Session 3:	Session 4:	Session 5:	Session 6:	Session 7:	Session 8:	Session 9:	Session 10:
Positive psychology and the science of wellbeing	Stress management and resilience	Self-directed learning and goal setting	Developing solution-focused skills	Positive communication & interpersonal relationships	Building a meaningful life and career	‘On being me’- what's your formula for success?	Improving the way we live	Overcoming procrastination	Taking risks and making decisions
<i>M</i> = 8.43; <i>SD</i> = 1.50	<i>M</i> = 8.86; <i>SD</i> = 1.61	<i>M</i> = 8.93; <i>SD</i> = 0.10	<i>M</i> = 9.00; <i>SD</i> = 1.04	<i>M</i> = 8.38; <i>SD</i> = 1.71	<i>M</i> = 7.86; <i>SD</i> = 1.79	<i>M</i> = 8.09; <i>SD</i> = 1.97	<i>M</i> = 8.92; <i>SD</i> = 1.11	<i>M</i> = 9.23; <i>SD</i> = 1.42	<i>M</i> = 9.73; <i>SD</i> = 0.65

Figure 1

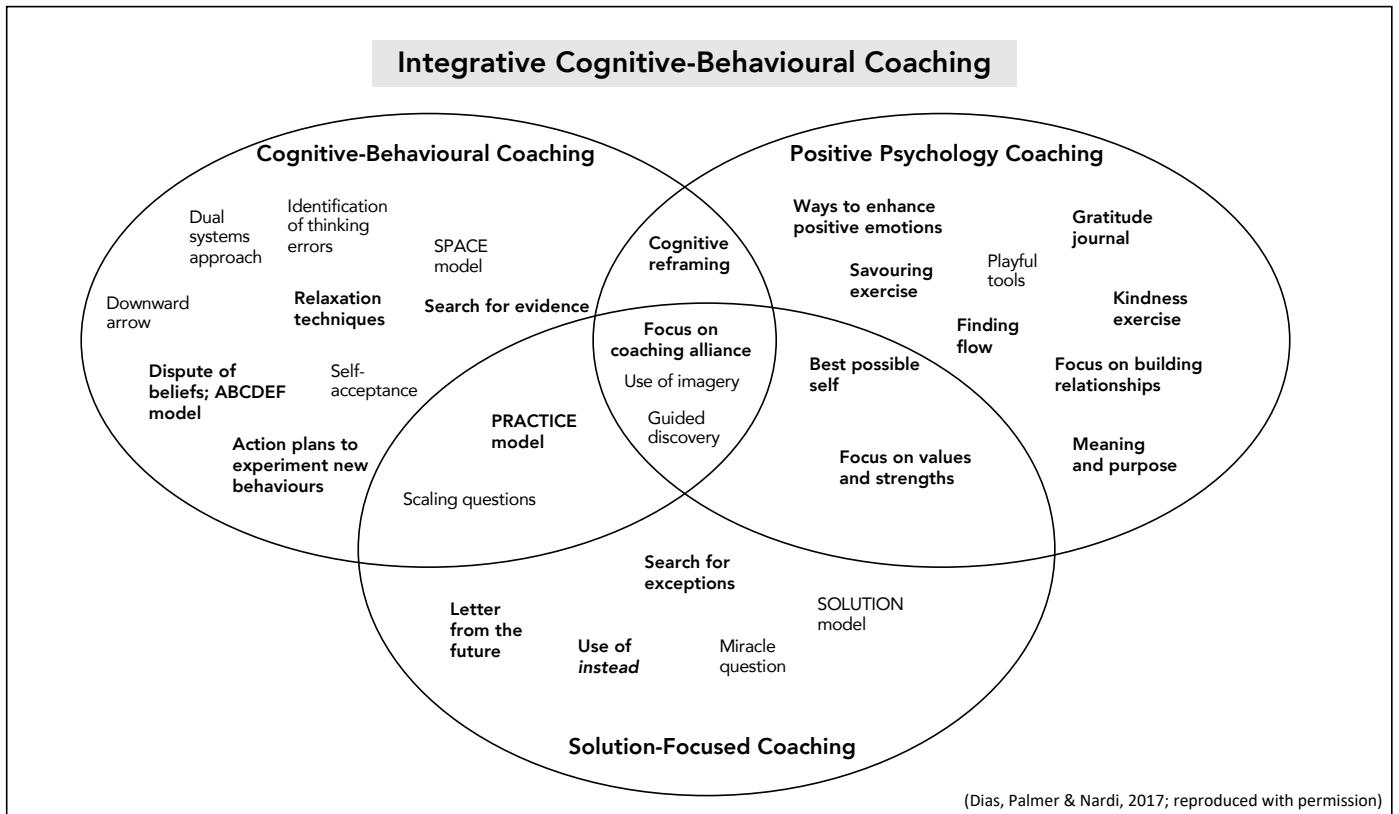


Figure 1: Tools and techniques from the Integrative Cognitive-Behavioural Coaching model proposed by Dias, Palmer and Nardi (2017), as used in Time to Flourish: Achieving your Potential. The Integrative Cognitive-Behavioural Coaching model (ICBC) can be seen as both a branch of positive psychology coaching and as a multimodal version of the more mainstream cognitive-behavioural approach to coaching but which actively integrates tools and techniques from the positive psychology and solution-focused coaching frameworks. In the diagram, the techniques in bold are those included in Time to Flourish: Achieving your Potential, either within sessions or as weekly practice exercises.