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A general education course designed to cultivate college student well-being

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A General Education Course Designed to Cultivate College Student Well-being

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Abstract

Mental health issues appear to be on the rise across our world, especially within the college student population. Considerable data suggests that today's students have lower rates of well-being and healthy psychological functioning and higher rates of distress, fragility, and clinically significant mental health problems than seen in previous generations. These findings have led some scholars to define this trend as a college mental health crisis. The purpose of this study was to respond to this crisis via the development and administration of a well-being general education course conceptually grounded in Henriques' Unified Framework of psychology and psychotherapy (see, Henriques, 2011; 2017; 2019). This study is a partial replication of Kimberly Kleinman's positive psychology course, which was similarly grounded in Henriques' Unified Framework and found encouraging results. However, that course was labor intensive and could not have been reasonably applied as part of a general education curriculum. As such, this project developed a course on well-being and adjustment based on positive psychology principles organized by Henriques' Unified Framework in a manner consistent with a standard general education level curriculum.

Two broad research questions were explored. First, would this intervention course be meaningful at a pedagogical level? Second, would this intervention positively impact well-being? To investigate these questions, an intervention and control group of undergraduate students were developed. Students in both groups completed seven pre-posttest well-being measures across the same semester. Data from the intervention participants suggested that the course was attractive, well-received, positively impacted well-being, and was just as pedagogically effective as Kleinman's course even though it

had less resources. In addition, significant improvements were observed in 12 of 16 quantitative measures of well-being, with the H10WB demonstrating a clinically significant improvement in well-being. When these differences were compared to participants in a control course, significant interaction effects were found for the H10WB and PANAS-positive emotion scales. A pattern of significant interaction effects was not found at the macro level. Therefore, a definitive claim cannot be made about the presence of group differences. When examined as a whole, the data offered a tentative conclusion that this intervention might have been clinically beneficial to well-being. As such, these findings advance the argument that well-being education is a potentially feasible and practical strategy to help address the college mental health crisis.

Chapter 1: Introduction and Overview

In contemporary society, mental health issues are increasingly finding their way to the forefront of discussion. Mental health questions often emerge on the heels of tragedy, as people attempt to make sense of mass shootings, suicides, and global terror. Even prior to the COVID-19 crisis, the topic of mental health is gaining attention in news reports and educational institutions, as opioid addiction and school shootings grow in frequency. This media attention is well-placed, as there are many indicators pointing to a significant rise in mental health concerns, To this effect, an increasing number of scholars have argued that we are in the midst of a mental health crisis, especially amongst the college student population (Campus Mental Health, APA). Such concerns will likely continue given the 2020 pandemic and its numerous consequences.

The current research literature corroborates the claim of increasing mental health concerns, with college counseling center directors and college students alike reporting a greater need for psychiatric and mental health services on campus. Moreover, these self-reports suggest a rise in preexisting and serious mental illness across the past twenty years. Many reports and scholars are finding that today's generation are more isolated, distressed, and fragile than generations past, and therefore less equipped to adaptively cope when faced with both normative and unanticipated stressors (Lukianoff & Haidt, 2017; Twenge, 2020; Henriques, 2018). The current study explored this evidence and considers various factors that might be contributing to this crisis across social, developmental, technological, and college-specific domains. In addition, this work reviewed strategies that have been developed to address mental health concerns and foster well-being in students.

Given the evidence for mental health concerns, a reasonable and potentially widely applicable strategy to respond to these concerns would be to address well-being directly in higher education. Specifically, this study involved the development and administration of a well-being general education course designed to both explain the concept and its domains as well as foster well-being in the enrolled students. This study is positioned as a partial replication of Kleinman, Asselin, and Henriques' (2014) study, which was a positive psychology course grounded in Henriques' Unified Framework that sought to increase student well-being. While the evidence suggested the course was helpful to promoting the students' well-being, the course was resource intensive and was not designed in a way that could be employed as a general education course. Accordingly, the current study sought to enhance the accessibility and feasibility of this intervention by modifying the course. Examples of these changes include adopting a general education course structure, streamlining well-being measurement and tracking procedures, and strengthening the Unified Framework by incorporating psychopathology and existentialism into the curriculum.

The study was a quasi-experimental design and consisted of a group of undergraduate students enrolled in the "intervention" course and control group of undergraduate students in a general course on the psychology of culture. Both groups completed seven pre-post well-being assessments across the duration of this study. The intervention group also completed a standard course evaluation, course specific evaluation, as well as weekly engagement screeners. The current study hypothesized that the intervention course would be experienced as valuable and be as well-received and pedagogically effective as Dr. Kleinman's course. In addition, the study hypothesized

that the course would have a qualitative and quantitative positive impact on wellbeing. This hypothesis was analyzed using pre-posttest differences across two levels: within the intervention group and between groups.

Within group data analysis for the intervention course suggested it was valuable and effective. Specifically, the course evaluations illustrated that the course was just as pedagogically effective as Kleinman's original course. Additionally, the course easily filled to capacity and was well-received according to anonymous and known student reports. Similarly, these analyses indicated positive increases in the pre-post well-being measures, with significant changes in the expected direction taking place for 12 of the 16 dependent variables. Regarding group differences, the intervention course demonstrated significant pre-post differences, in comparison to the control, on two dependent variables (H10W and PANAS – positive emotions). Beyond these findings, a general pattern of significant group differences was not reached at the MANOVA level. Although the study cannot definitively claim that there were group differences, the overarching data suggest that the intervention might have been beneficial to student well-being. In addition, these findings may offer some support to well-being education as a plausible strategy to reduce the college mental health crisis.

Overview: Literature Review

This chapter begins with an exploration of the emerging college mental health crisis and rise in mental health problems across the globe. An analysis of the data is followed by a review of possible causes for the increases in mental health concerns, including societal, technological, developmental, and college-specific explanations. Next, this section explores the range of initiatives developed by college counseling centers, lawmakers, and scholars in response to this growing crisis. This review concludes that a well-being-based general education course is representative of one of the more realistic and affordable strategies for addressing this growing issue.

To set the stage for this argument, Martin Seligman's well-being-based curriculum, as well as his research and program outcomes, will be explored. Following this, the construct of well-being is considered from a variety of prominent perspectives. These perspectives are compared and contrasted against Henriques' Nested Model of Well-being, and corresponding Unified Framework for psychology and psychotherapy. The chapter concludes with an exploration of a well-being education efforts by Kimberly Kleinman, who developed a positive psychology and well-being-based course based on Henriques' Unified Framework. This review sets the stage for the current project and how it can advance our knowledge base.

The College Mental Health Crisis

There is much evidence pointing to increasing mental health concerns in the college student population, with many scholars arguing that we are facing a "college student mental health crisis" (Henriques, 2014). There are several indicators that suggest mental health problems are significant, including surveys of directors, rates of service

utilization, self-reports of symptoms and more systematic surveys of mental health disorders. The following summarizes a number of these reports. The picture that emerges is one of significant numbers of students with mental health problems and substantial evidence that the demand for services is increasing.

In 2018, the Association for University and College Counseling Centers Directors polled 571 counseling center directors across the globe, including United States, Canada, France, Japan, and the United Kingdom. Their survey findings suggested a growing demand for college mental health services, with 43.3% of polled directors endorsing the need to add staff to their clinic. Similarly, 57% of polled directors reported needing to add more psychiatric services, than they currently offered, in order to meet the demand for psychiatric care. This survey also found that anxiety (58.9%), depression (48%), stress (46.9%), relationship and family problems (29.5%), and suicidal thoughts (28%) as the top mental health issues across college campuses (AUCCCD, 2018).

Four years prior, in 2014, the National Survey of College Counseling Centers found similar trends. This survey interviewed 275 college counseling directors within the United States with 94% of directors reporting an increase in students seeking services with severe psychological problems. Likewise, 52% of the students receiving college counseling services met criteria for a severe psychological problem, which was an increase from 44% the previous year. The polled directors also endorsed an increase in students presenting with anxiety disorders, crises requiring immediate response, psychiatric medication issues, and clinical depression. Lastly, 86% of directors endorsed "a steady increase in the number of students arriving on campus already on psychiatric medication" (Gallagher, 2014, p. 5).

The 2018 annual report conducted by The Center for Collegiate Mental Health (CCMH) found similar trend lines based on student self-report data. This report reviewed the aggregate data from almost 180,000 students across 152 college counseling centers during the 2017-2018 academic year and provided a summary of findings from past CCMH annual reports. This report indicated a notable increase in college mental health issues across the past ten years. Specifically, between Fall 2009 - Spring 2015, the CCMH found a 30-40% increase in students' use of counseling center services, while college enrollment, on average, had only increased by 5%. Additionally, between Fall 2010 and Spring 2016, the CCMH noted a 28% increase in crisis/rapid access services. The CCMH's 2018 report also identified anxiety and depression as the top presenting concern for college students. Lastly, this report found that the prevalence rates of threat-to-self characteristics (i.e. non-suicidal self-injury, serious suicidal ideation, and suicide attempts), had increased for the eighth year in a row (CCMH, 2018).

A 2018-2019 study published by the Healthy Minds Network appears to corroborate the reported rise of mental health issues in the college student population (Eisenberg, Ketchen, & Lipson, 2018). This study reviewed the prevalence of mental health issues within college students across their lifetime and specifically within their higher education experience ($N = 62,171$; response rate = 16%). From a lifetime perspective, the study found that 46% of college students had received therapy for a mental health related issue, 28% had been diagnosed with an anxiety disorder, and 25% had been diagnosed with a mood disorder (e.g. major depressive disorder). Elevated rates of mental health issues were also endorsed during college as well. Specifically, within the past year, 36% of students endorsed elevated symptoms of depression, 31% of students

endorsed elevated symptoms of anxiety, 24% endorse engaging in non-suicidal self-injury (e.g. cutting, burning), 14% experienced suicidal ideation, and 6% had a suicide plan.

The American College Health Association's (ACHA) 2016 report suggests a similar rise in college student mental health issues. Specifically, the ACHA administered their National College Health Assessment to 95,761 college students across 137 self-selected institutions. One section of the survey focused on mental health and asked the students to report whether they experienced specific distress symptoms over the last 12 months. Results of the survey showed that 49.8% of students had at one point felt hopeless, 36.7% felt so depressed that they found it hard to function, and 58.4% felt overwhelming anxiety within the past year. Additionally, 59.3% felt very lonely, 81.7% felt exhausted (not from physical activity), and 65% endorsed feeling very sad within the past year. Most alarmingly, 9.8% of students reported that they seriously considered suicide (ACHA, 2016). The 2017 iteration of the ACHA's survey showed mental health issues as significantly affecting students' academic performance, with stress (31.7%), anxiety (25.1%), and depression (16.8%) as top factors. The survey also indicated that 21.6% of students had been diagnosed or received treatment in the past year for anxiety, 17.8% for depression, and 10.7% for panic attacks (ACHA, 2017).

A national survey of American freshmen also found rise in mental health issues (Eagan, Stolzenberg, Ramirez, Aragon, Suchard, & Rios-Aguilar, 2016). Specifically, the survey asks incoming freshmen a variety of questions related to daily living including, "How often in the past year did you 'frequently' or 'occasionally' feel overwhelmed by all [you] had to do?". In 1985, 18% of incoming college freshman endorsed feeling

overwhelmed. However, this answer climbed to 28% in 2000 and to nearly 41% in 2016. In other words, over the course of thirty years, there has been a 128% increase in students feeling overwhelmed (Eagan et al., 2016).

Research across generations appears to corroborate these trends. Specifically, Jean Twenge and her colleagues assessed the level of psychopathology across generations of American college and high school students and found that today's generation had higher rates of psychopathology than generations before (Twenge, Gentile, DeWall, Ma, Lacefield, & Schurtz, 2010). These concerning results stem from a cross-temporal meta-analysis of college and high school students' Minnesota Multiphasic Personality Inventory (MMPI) scores. Specifically, Twenge et al. reviewed the MMPI scores of college students between 1938 and 2007 (N= 63,706) and the scores of high school students between 1951 and 2002 (N=13,870). The means and standard deviations of the clinical scale scores were analyzed across time and a pattern emerged. Namely, today's young adults were one standard deviation above the norm, thereby indicating a greater presence of distress and psychopathology symptoms then in years prior.

Twenge's research also indicated that college students scored more than one standard deviation higher, compared to college students in the 1930's and 1940's, on clinical scales related to rates of distress and dysfunction, interpersonal conflict, paranoia, intrusive rumination and confusion, and increased activity level (F scale, Psychopathic Deviation, Paranoia, Schizophrenia, and Hypomania). Twenge's findings for high school students are similar to college students and showed a significant increase in psychopathology, especially depression, with the largest increase occurring since 1980. The researchers also noted their depression findings may actually be underestimating

depression in young adults as more and more individuals are regularly taking anti-depression medication. Overall, Twenge's research reinforces a successive generational decline in mental health and suggests that mental health problems are likely occurring well before students come to college.

Trends on a National Scale

According to the Center for Disease Control and Prevention (CDC), declining mental health is not just a college student problem. While the CDC does not provide a general statement in response to the proposed college mental health crisis, it does offer statistics about the rising rate of mental health issues in America. In particular, the CDC reports that the United States has seen a 30% increase in the rate of suicide since 1999. Their report added that, among people ages 15-24, suicide is leading cause of death and the 10th leading cause of death overall in the United States (Stone, Simon, Fowler, Kegler, Yuan, Holland, Ivey-Stephenson, & Crosby, 2018). Additionally, the National Alliance on Mental Illness (NAMI) 2018 statistics indicated an increase our nation's mental health problems. According to NAMI, 1 in 5 adults in America experience a mental illness, with 43.8 million adults experiencing mental illness in a given year. Roughly 18%, or 42 million American adults, are living with an anxiety disorder (Mental Health by the Numbers, 2018).

In sum, there is evidence that college students are endorsing higher rates of problems and greater levels of severity of mental health concerns than in past decades. Equally, it appears that more students may be coming to college with preexisting mental health issues. Although much of the aforementioned data are based on American college students, it appears that this trend spans beyond American college students and is equally

escalating across ages and other countries. While the evidence for the mental health crises is clear, what is less clear is how this crisis came to be. Accordingly, the next section will review plausible explanations for this alleged crisis.

Possible Causes to the College Mental Health Crisis

  Explanation 1: There is No Crisis. Some scholars deny the existence of a mental health "crisis" and believe this phenomenon may be better explained by attitudinal shifts coupled with increased availability for mental health treatment (Pies, 2015; Kashdan, 2018). Specifically, since 1980, there has been a steady reduction in mental health stigma. As stigma reduced, public knowledge about mental health began to grow and more people were willing to disclose and address their mental health issues. This attitudinal shift likely led more people to seek treatment and thereby increased demand for psychotherapy and psychiatric services. As more individuals sought out mental health knowledge and treatment, the availability of such treatments and knowledge grew in tandem.

  Ronald Pies (2015) also concluded the current influx of mental health could be logically accounted for by reduced stigma, increased reporting, and increased treatment availability. According to his research, while more people are seeking treatment – rates of serious mental illness (SMI) have not risen. Todd Kashdan (2018) reported the same conclusion, with his research suggesting that treatment seeking has doubled in the last twenty years but prevalence rates of SMI have remained the same. In addition, he argued that the threshold for what constitutes suffering appears to be lower. Consequently, while more people are presenting for treatment, they are presenting with less severe issues. Accordingly, Kashdan and Pies disagree with the notion that there is a real increase in

mental illness and credit the perceived increase to increased treatment seeking and victimhood culture.

Henriques (2018) agreed that the reduced stigma, increased treatment seeking, and lowering of diagnostic thresholds play a role. However, he disagreed with Kashdan and Pies and argued the data supported the presence of an actual mental health crisis. Henriques noted a wealth of evidence (similar to the previous section) that clearly outlines the reduction of well-being across our nation and world as well as the rise of SMI. As such, it appears that attitudes and perceptions cannot solely explain this evolving mental health crisis. Rather, this phenomenon is likely better explained by an interplay of societal, developmental, technological, and college-specific factors. Accordingly, the next section will continue to review plausible explanations to the college mental health crisis.

Explanation 2: The Perils of Safety-ism. In, *The Coddling of the American Mind*, Jonathan Haidt and Greg Lukianoff argued that today's generation is more fragile, dependent, easily offended, and vulnerable to mental illness than previous generations. The underlying theme of their book traces the current mental health crisis back to misguided efforts to shelter youth from risk and discomfort. Per Haidt and Lukianoff, these efforts have spread internationally, across family systems and higher education, due to the proliferation of unwise principles including: 1) adversity is harmful, 2) always trust your feelings, and 3) life is a dichotomy of good and bad. The authors emphasized that these unwise principles are diametrically opposed to longstanding philosophical principles of resilience. They add that these unwise principles likely gained popularity in the past few decades due to the misguided, albeit good, intentioned focus on safety. They

also argued that youth who are inculcated with such unwise principles learn to believe in

their own fragility and subsequently demonstrate stunted character growth, reduced

critical thinking skills, and an overarching immature perspective on conflict; thereby

paradoxically reducing their adaptive stress responses and increasing rates of subjective

distress (Lukianoff & Haidt, 2018).

Accordingly, Haidt's proposed solution called for the education and advancement of

wise principles including: 1) adversity and antifragility is useful, 2) emotional reasoning

and confirmation bias is natural but needs to be challenged, and 3) dichotomous thinking

is innate and flawed and demands exposure to different perspectives. As such, Haidt

asked parents and universities to recognize the necessity of freedom, responsibility, and

discomfort for the development of a thriving adult (Skenazy & Haidt, 2017). Along these

lines, he is in favor of working to change the current culture of overprotection and

recommended increasing opportunities for growth through natural consequences. Next,

Haidt recommended that colleges teach Cognitive Behavioral Therapy skills to first year

students as this evidence-based practice is a cost-effective means of combating emotional

reasoning and cognitive bias. Lastly, he suggested that universities advance maturity and

reduce the hypersensitivity of ingroup and outgroup bias by supporting a diversity of

perspectives (Lukianoff & Haidt, 2018).

Explanation 3: The Consequences of Technology and New Social Norms. Like

Haidt and Lukianoff, Jeanne Twenge argued that today's generation is more

psychologically vulnerable than ever before. Her research explores the relationship

between the rise of smartphones and social media and decreased rates of mental health in

youth in young adults, with overuse of these technologies as her primary explanation to

the evolving mental health crisis. According to Twenge, there has been a massive shift in

our culture's behavior and lifestyle due to smartphones, with more than half of

American's owning a smartphone in 2012 even though the smartphone had only been

introduced five years prior. Along these lines, this shift and proliferation of technology

has uniquely impacted today's youth. Specifically, Twenge's research found that today's

teens are less likely to hold a paying job, have sex, go on a date, go out with friends,

drive a car, and are generally less enticed by independent behaviors. Instead, today's

teens are more likely to stay home, stay safe, and stay virtually connected via social

media and smartphones. This trend has led Twenge to define individuals born between

1995-2012 as the "iGen" generation.

   While this technology shift has led to some positive changes for adolescents, such as

a reduction in car and drinking accidents, Twenge noted how this shift has produced a

generation that is largely left alone in their rooms, unsupervised, browsing the web, and

frequently distressed. Twenge highlighted this correlation in her research. Between 2011-

18, adolescent depression increased by 60%; with the abrupt increase in symptomology

occurring in 2012 – the same year as the exponential rise of the smartphone (See Figure

1, Twenge, 2020). Moreover, her research found that the more youth engaged with

screens (e.g. smartphones, TV, social media) the more likely they were to report lower

psychological well-being including: lower life satisfaction, reduced sleep, less happiness,

increased loneliness and isolation, increased self-harm and suicide attempts, and

increased depression. She also referenced how increased social media presence and

participation has created more opportunities for cyber bullying, comparison, and social

exclusion due to more teens chronicling their lives online. Accordingly, her

recommendations for enhancing the well-being of adolescents and adults alike is relatively simple: "Put down the phone, turn off the laptop, and do something – anything- that does not involve a screen" (Twenge, 2018).
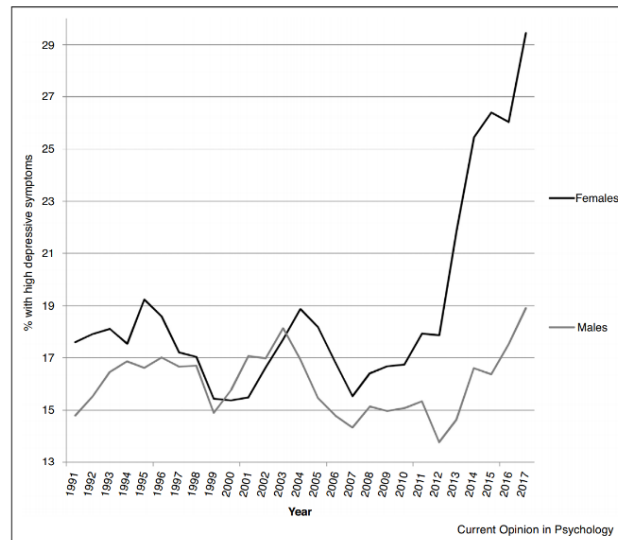
Percent of U.S. 8th, 10th, and 12th graders high in depressive symptoms, by sex, Monitoring the Future, 1991–2017.

Figure 1. Twenge (2020) graph depicting the rise of depression symptoms across time

Twenge noted that the association between technology use and poor psychological functioning as significant but not causal. As such, she also argued that broader social shifts, like the rise in overprotective parenting styles and increased normalcy of digital interaction, are likely factors amongst the evolving mental health crisis. Specifically, she emphasized how society's increasing focus on extrinsic goals and status markers, like wealth and graduate degrees, as well as the pressure to succeed and achieve these status markers have negatively impacted our nation's mental health. While achievement itself is not inherently problematic, the underlying pressure in today's society to achieve and be successful are problematic since it is impossible to perform perfectly across all pursuits. Accordingly, it appears that this pressure coupled with an unrealistic achievement norm has likely led to increased rates of distress and dysfunction

especially amongst students. Along these lines, Twenge recommended that higher

education, students, and average citizens alike evaluate these new norms and strive for

balance, not just within technology, but within values and expectations.

       Explanation #4: Interplay of Broad Factors. Similar to Haidt and Twenge,

Henriques (2014) noted the rising rates of mental health issues in our youth, college

students, and across the world. He speculated on possible reasons behind this evolving

mental health crises, and organized these reasons into societal, developmental, and

college-specific considerations. The following section will review each of these domains

in detail.

       Societal Considerations. Like Twenge, Henriques argued that broad societal

shifts are a likely fundamental cause to evolving mental health crisis. Overall, he argued

that our nation is suffering from a mental health crisis, with college students representing

just one portion of this population. Henriques also considered the effect of rapid

technological advancement upon our society's mental health. The last few decades have

brought an onslaught of innovations and social media options that have fundamentally

changed the way in which we relate to one another and consume information. People now

have instant access to a never-ending wealth of information, which conflicts with our

processing abilities on a fundamental evolutionary level. Along these lines, information

overload coupled with the lack of definable endpoint could fuel distress and

misinformation as well as lead to addictive patterns. Equally, increased connectivity, has

given rise to the expectation of 24/7 availability, which contradicts well-known and

validated well-being practices of meditation and mindfulness. Lastly, social media allows

humans to present a carefully crafted and photoshopped public persona. The more these

false personas are ingested, the more abnormal one may feel about their own natural appearance or life standing.

According to Henriques, our society's increasing acceptance of the disease-pill model (DPM) of mental health treatment may have also perpetuated the mental health crisis (2014, *Depression*). The DPM argues that mental health disorders, such as depression, are largely disorders of the brain. Per this model, if a person is depressed then they are not at fault and their brain (i.e., a chemical imbalance) is to blame and primarily should be treated via psychopharmacological interventions. Henriques offered several arguments as to why the medicalization of sadness, stress and anxiety might be problematic. For example, people can feel more helpless, less autonomous, and less hopeful for change when they believe their mental health is predetermined by their brain.

Henriques also pointed to some problems with education, health care, and the current economic outlook for young adults as potentially contributing to mental health difficulties. Specifically, Henriques argued that the structure of education has shifted from developmentally appropriate academic and social milestones to an orientation of grade-based achievement at earlier ages. Henriques (2014) also noted how our nation's ineffective health care system has likely perpetuated today's influx of mental health problems. Specifically, he described how our health care system is notorious for its high costs and fragmentation, thereby leaving many unable to afford or have access to quality mental health care. Similarly, he argued that today's college students are facing unprecedented economic disparity and financial pressures compared to twenty years ago. Along these lines, today's college students are going into greater debt and are working more to pay for their education than their parent's generation. As such, it appears that our

systemic education, health care, and economic problems are likely contributors to the

increasing rate of mental health issues in our nation.

Developmental considerations. Henriques' second category of consideration

focuses on developmental shifts, with parenting being a core focus. Like Haidt and

Twenge, Henriques argued that today's generation appears to be more dependent,

neurotic, and less equipped to handle the average vicissitudes of life. Henriques argued

that many young adults today likely did not learn how to adaptively cope in childhood

due to overprotective parenting. Subsequently, these youth grew up to be young adults

with a fragile, victimized perspective of reality and dependent-avoidant coping styles.

While parenting styles cannot conclusively explain the mental health and college mental

health crisis, it does reiterate the that today's generation appears to be lacking the tools

for healthy psychological functioning and well-being. This theme reiterates the necessity

of this present study as it appears young adults need a psychoeducational course to fill in

the developmental resiliency gap now more than ever.

Henriques' next development consideration focuses on loss of identity, meaning,

and purpose in today's generation. According to McAdams (2013) the goal of

development is to become an independent autobiographical author with an integrated

sense of self built upon retrospective learning, meaning, and purpose. When autonomous

identity development does not occur or is stunted, a person can experience role confusion

and feel lost (e.g. "who am I? what is my purpose?"). This lost experience is similar to

many of the depression-based complaints shared by college students today. Along these

lines, Henriques (2014) suggested that many of today's adults lacked the developmental

scaffolding to understand how they connect to the broader purpose of life. In line with

previously mentioned social considerations, he concluded that an increasing number of youths are chasing shallow, superficial purposes. As a result, these individuals subsequently feel more lost, confused, sad, and unfulfilled than their counterparts who were able to construct a self-narrative which incorporated a dynamic sense of meaning. Accordingly, it appears that a moral or existential crisis may have also led an influx in mental health problems, especially amongst colleges students as their average age falls within this influential developmental stage.

   College Specific Considerations. Henriques' last category of consideration reviews the impact of college-specific factors on the development of the college mental health crisis. According to Henriques (2014), college naturally is a dramatic period of adjustment and therefore college students are inherently more susceptible to feeling overwhelmed, stressed, and pressured. Moreover, increased accessibility to scholarships and disability services has likely led to a broader range of students attending college than ever before. From his perspective, a broader range of college students may have naturally led to an increased in the number of enrolled students with preexisting mental illnesses. Lastly, Henriques argues that more students feel pressured to attend higher education. As such, more students may be entering college with a pre-existing, lower intrinsic motivation which likely would impact their level of participation as well as sense of belonging and well-being.

Explanation Summary. In conclusion, this phenomenon cannot be solely accounted for as the mere byproduct of reduced stigma, increased rates of treatment seeking, and diagnostic inflation. Instead, it appears that there is a real and present mental health crisis in the world, especially amongst youth and young adults, that stems from an integration of societal, developmental, technological, and college specific factors. Specifically, our society has increasingly valued safety, achievement, and emotional reasoning; resulting in a generation that appears to be more fragile than generations past. From a developmental perspective, parenting styles have also changed towards more permissive and paranoid styles and youth appear to more disconnected to meaning and purpose than ever before. Technological advancements across the past 20 years appear to have inflamed these maladaptive shifts and appears to have produced a generation of that feels increasingly isolated, distressed, and insecure. Lastly, increased pressured to attend college, greater access to higher education, significant student debt, as well as average college stressors are all likely factors that warrant consideration. With the potential causes to the evolving mental health crisis now organized, the next section will explore initiatives to respond to this problem.

Initiatives to Address College Student Mental Health Crisis

Many have noted and been impacted by the rise of mental health difficulties. As such, it has attracted the attention of educators, university counseling centers, lawmakers, politicians, college-students, and every-day citizens alike. Accordingly, the next section explores how some colleges, lawmakers, and scholars are responding to this question, with education on mental wellness and greater access to treatment being a core theme.

College Counseling Centers. In 2014, the National Survey of College

Counseling Centers sought to better understand how colleges were responding to

emerging college mental health crisis. This survey consisted of responses from college

counseling center directors and largely supported an overarching need for increased staff,

training, and supplemental resources. Specifically, 73% of large schools responded to this

demand by increasing the training for crisis response and referral administration. In

addition, 52% of large schools increased part time counseling staff, 45% increased full-

time counseling staff, and 65% expanded their external referral networks. Lastly, roughly

half of large schools reported increasing their psychoeducation options on their

counseling center webpages.

Lawmakers. According to a news report by CNN, New York and Virginia are

responding to the mental health crisis by enacting laws that require mental health

education in schools. Specifically, New York's law expands their health curriculum to

include mental health education at across elementary, middle, and high school. Similarly,

Virginia's new law orders mental health education to be added to the physical education

curriculum for 9th and 10th graders. Congruent with Henriques' social considerations, this

report suggest that these policy changes occurred due to the increased frequency and

prominence of mental health issues in America. (Kaufman, 2018).

Well-being Education. Psychological scholars and educators have also sought to

enhance mental health and psychological functioning of students via well-being

curriculums. Martin Seligman, a leading positive psychologist, has been at the forefront of

this movement for the past twenty years, with his research emphasizing the positive impact

of well-being education on mental health. Accordingly, the following section will explore

his well-being curriculum in greater detail, beginning with a review of his well-being

theory (PERMA) since this theory serves as the foundation for his well-being educational

programs and research.

     Introduction to Seligman's PERMA Model. According to Seligman's (2011) well-

being theory, "well-being is a construct" not a thing like happiness (p.14). This construct is

made up of several measurable elements with none of these elements in isolation being able

to fully define well-being. The five elements that Seligman argues constitute well-being

are: positive emotion, engagement, positive relationships, meaning, and accomplishment

(aka. PERMA). Three of these elements (positive emotion, engagement, and meaning)

directly stem from Seligman's original Authentic Happiness theory. In his book,

Flourishing: A Visionary New Understanding of Happiness and Well-Being, Seligman

criticizes his original theory and states that the term "happiness" is too simplistic and a does

not adequately support the complexity of the human experience. In this critique, he added

that his original theory, while focused on human choice, inadvertently omitted key

elements of positive emotion and choice such as mastery and success. He has since shifted

to the larger construct of well-being and added positive relationships and achievements as

key elements. Below is an account of each of his five well-being elements.

     According to his book, positive emotions relates to a core pillar of positive

psychology, the Pleasant Life. This element offers a route to wellbeing through hedonic

pleasure. Along these lines, if a person can increase their positive emotions about the past

(e.g. gratitude and forgiveness), present (e.g. savoring and mindfulness), and future (e.g.

hope and optimism) then he or she can increase his or her well-being. In this way, positive

emotion is no longer defined as happiness and life satisfaction but rather is the subjective

appraisal of positive emotion across experiences.

His second element of well-being, engagement, relates to a feeling of flow and

absorption in which an individual loses track of time and becomes one with the activity he

or she is doing. Seligman et al. (2009) points out that engagement may seem somewhat

paradoxical to positive emotions as it means "one is totally absorbed" with "no thoughts or

feeling present" but the person is able to recall the activity as fun and pleasurable

afterwards (p. 296). Seligman added that there are no real short-cuts to flow and that a

person must use their strengths and talents in order to experience flow. He stated that many

individuals use effortless short cuts to increase their positive emotions such as watching

television, going shopping, or taking drugs, but that real flow comes when we can align our

talents and strengths with the world.

Seligman's third element, meaning, is "belonging to and serving something that

you believe is bigger than the self" (p.17). He adds that this element is different from the

two subjective elements above and somewhat trickier to assess because our subjective

ratings of meaning can differ from our perceived meaning when looking back across one's

life.

Seligman offered that the fourth element, accomplishment, is also unique as it is

often pursued for its own and may not even bring with it a sense of positive emotion,

meaning, or positive relationship. He adds that an achievement orientated lifestyle alone is

not enough for well-being. Lastly, the fifth element, positive relationships, relates to our

positive connections to other people. These connections are influenced by our relational

skills such as compassion, kindness, cooperation, and self-sacrifice. He added that we are

evolutionarily driven to be social-relational beings and that relationships can amplify our

feelings of pleasure, meaning, and accomplishment as wells is provide support and safety

when we are experiencing distress.

  Seligman's Well-being Curriculum. According to Seligman's PERMA theory, the

solution to the college mental health crisis consists of enhancing students' positive

emotions, engagement, relationships, meaning, and achievement. Along these lines, he

argued that this type of well-being enhancement could be taught and implemented within

the curriculum of colleges and universities. Seligman and his colleagues tested this

inference and corresponding well-being programs at two different schools: The Penn

Resiliency Program (PRP) and the Strath Haven Positive Psychology curriculum (SHPPC).

The goal of the PRP curriculum was to:

> "Increase students' ability to handle day-to-day stressors and problems … promote
>
> optimism by teaching students to think more realistically and flexibly about the
>
> problems they encounter…[and] teach assertiveness, creative brainstorming,
>
> decision, relaxation, and several other coping and problem-solving skills"
>
> (Seligman, Ernst, Gillham, Reivich & Linkins, 2009, p. 297).

  Over the past 20 years, Seligman has assessed the efficacy of his PRP as

compared to control groups in several studies. These investigations involved more than

3,000 diverse participants whose ages ranged from 8 to 22 years old. A meta-analysis of

the program's data indicated that well-being can be taught, and that when taught, it can

regularly result in improved student well-being. Specifically, Seligman and his colleagues

PRP intervention found a reduction depression and anxiety symptoms, reduced

hopelessness, increased optimism, reduced behavioral problems, and an overall increase

in well-being. Additionally, their findings suggest that the PRP worked equally well for a range of children across varying ethnicities. Lastly, Seligman and his colleagues also noted "the fidelity of the curriculum delivery [was] critical" and that program effectiveness was highest when the PRP leaders had sufficient training and supervision (Seligman, 2011, p.83).

Since the PRP focused more so on emotional variables, Seligman and his colleagues designed the SHPPC to provide a more comprehensive focus on well-being. Specifically, this program's curriculum focused on building character strengths, relationships, and meaning as a way of raising positive emotions and decreasing negative emotions. The goals of the program were to "help students identify their signature character strengths and increase their use of these strengths in their daily lives" (Seligman, 2011, p.84). The SHPPC was conducted in a high school in which 347 ninth grade students were randomly assigned to either the positive psychology curriculum or the control group, a language arts class. In order to assess the efficacy of the curriculum, the researchers had the students, their parents, and teachers complete pre- and post-test questionnaires as well as a follow-up questionnaire two years after the intervention. The researchers also evaluated the student's strengths, behavioral problems, social skills, enjoyment of school, and grades.

Similar to the PRP findings, the SHPPC findings were positive and suggested that their positive psychology program improved engagement in learning, love of learning, achievement, as well as curiosity and creativity. For this study, parents and teachers did not know what intervention the child received (e.g. control group versus well-being curriculum) and were asked to provide feedback related to a child's socio-emotional

presentation and skills. Like the PRP, students in the SHPPC group showed an improvement in social skills such as empathy, cooperation, assertiveness, and self-control. Given the positive findings of the PRP and SHPPC, Seligman (2011) concluded that well-being can be taught and should be taught. As such, Seligman decided to pursue this conclusion further and assessed as to whether an "entire school [could] be imbued with positive psychology" (p.85).

Along these lines, in 2008, Seligman and his colleagues began this next phase of research at the Geelong Grammar School (GGS), a boarding school in Australia. The GGS contained 1500 students across four campus as well as 200 faculty members. Seligman assembled a team of 15 PRP trainers and brought the trainers to the GGS where they taught 100 faculty members the principles and exercises of positive psychology over the course of nine days. The rationale for this training was that, once the faculty understood and applied these critical skills to themselves, it would be that much easier and natural to teach to the school children. After the training was completed, several of the trainers remained on campus for the remainder of the year to help with the faculty and teaching of well-being across grades. In addition, dozens of visiting scholars, with positive psychology specialties, came to GGS to facilitate the continuation education of the faculty. Seligman's trainers and faculty described his intervention as "enormously successful." However, no empirical data was gathered to support this claim (Seligman et al., 2009, p. 304).

The Emergence of Well-being Education. Seligman's extensive research and well-being initiatives appears to have given rise to several well-being curriculums and research in academia. For example, in 2017, Crowley and Mank tracked 28 college

students that were enrolled in a 15-week course on mindfulness. The course educated on

meditation practices and incorporated mindfulness practices such as guided mediation

and breathing exercises. The purpose of the course was to expose students to the benefits

of meditation and facilitate a deeper understanding of the mind and subjective

experiences. Goals for the course included learning to practice and apply meditation

skills to everyday life, recognizing and articulating feelings and self-awareness,

understanding the role of mindfulness in a healthy lifestyle, and understanding how the

brain and body are affected by meditation.

At the end of the course, students were asked the following question, "How has

meditation impacted your outlook on life and your relationships with others?" (Crowley

& Mank, 2017, p. 93). The self-report of students reported increases in: 1) mindfulness

(i.e., nonjudgmental acceptance and presence), 2) psychological well-being (i.e., reduced

stress, depression, anxiety, greater emotional regulation), and 3) compassion (i.e.,

connection and empathy to others). Given these findings, Crowley and Mank

recommended that universities expand beyond their traditional career and cognitive

development focus and include the development and enhancement of critical emotional

and adaptation skills.

The impact of a well-being focused college course was also assessed by McSharry

and Timmins (2016). Specifically, this course focused on the health and well-being of

undergraduate nursing students and compared an experimental group (N= 55) to a control

group of students in a home economics course (N=50). All participants were first year

students attending the same college. The efficacy of the wellness course intervention was

assessed via a series of pre- and post-test measures. The wellness course was taken over

the course of the three months and provided students with scientific findings related to

psychological well-being, physical activity, and healthy eating. The course also required

students to engage in practical workshops, to enhance their awareness about health and

fitness practices, and to attended motivational interviewing workshops to help the

students achieve their wellness goals. This research found a statistically significant

improvement in well-being scores for the students in the experimental wellness course

compared to the control group (McSharry & Timmins, 2016).

Recently, George Mason University (GMU) has taken the concept of a well-being

curriculum even further by creating a well-being minor (15 credits). According to their

course catalog, this minor provides students with a solid foundation surrounding the

nature of human consciousness and well-being through modern research and historic

findings. The minor requires students to take two core courses. The first core course

focuses on mindfulness, meaning, and well-being. The second course focuses on stress

and well-being. After taking these core courses, student may then choose elective

wellness courses that focus on wellness topics such as relationships, conflict resolution,

spirituality, resilience, health and the environment, and psychological fitness. The courses

within this minor are designed to help students develop healthier practices surrounding

self-awareness, communication, stress management, and to help students cultivate a

personal sense of meaning (George Mason University, 2018).

To date, Laurie Santos of Yale University is one of the most prominent scholars

within the well-being curriculum community. Her course titled, "Psychology of the Good

Life," has quickly become the most popular course in Yale's history, with the demand for

the course prompting her creating a pared-down, free-online version. The Washington

Post reported that more than 91,000 people from 168 countries enrolled in her online course within two months of its launch (Svrluga, 2018).

Santos' course attempts to tackle the college student mental health crisis by teaching students how to lead happier and more satisfying lives through positive psychology-based interventions (e.g. gratitude, mindfulness) and behavioral change (i.e. how to apply wellness lessons to real life). The course involves quizzes, a midterm, and a personal self-improvement project (i.e. "Hack Yo'Self Project") (Shimer, 2018). Santos reported that the ideas of her course are deceptively simple and focus on common life lesson, such as cultivating meaning and improving sleep habits. However, she imagines that her course is different from other positive psychology courses as she focuses on the application of positive psychology and well-being principles and challenges her students to rewire themselves towards healthier habits (Svrluga, 2018). She speculated that students are seeking out her course because they have deprioritized their happiness for years in order to gain admittance to competitive colleges, like Yale, and subsequently have adopted harmful life habits. Accordingly, now that these high achieving students have earned prestigious college admittance, their focus has changed to seeking happiness (Shimer, 2018).

Santos stated that she was motivated to design this course after reading the alarming statistics in Eagan et al.'s (2016) national survey of American freshman. Upon reading this report, she realized that her own impression of Yale students as more stressed and unhappy was not in isolation and reflected the mental health suffering of college students nationwide (Svrluga, 2018). According to Santos, Yale confirmed that presence of the college mental crisis with their 2013 mental health report, which

indicated that more than half of Yale undergraduates used the university's mental health services that year. Currently, the quantitative effectiveness of this course is unknown. However, qualitative evaluations suggest a positive impact to student well-being. For example, one first-year student in Santos' class reported to the Washington Post, "I feel different physically and mentally – I don't feel so weighted down by things. [This] is something I have to work on every day… If I keep using these skills, they'll over time help me develop better habits and be happier." (Svrluga, 2018, para 42).

Summary of Well-being Initiatives. This section explored how institutes of higher education, lawmakers, and scholars have sought to respond to the evolving mental health crisis, especially within the college student population. Across this review, the implementation of mental health education and well-being curriculums was a prominent response strategy. Accordingly, incorporating mental health and well-being focused curriculums in the overarching structure of public and higher education may be a realistic strategy to reduce the growing mental health crisis. This claim will continue to be tested and explored within the contents of this current study and aspects of Seligman and Santos' curriculums will be integrated into the study's course as well. Since the primary recommendation and current study are based on enhancing well-being through education, the next question that emerges is "What exactly is well-being? Accordingly, this next section reviews varying perspectives on well-being and compares and contrasts these perspectives against a Unified Approach to well-being.

Henriques' Unified Framework for Psychology and Psychotherapy

The current study, and corresponding intervention course, approached the concept of well-being primarily using Henriques' Unified Framework. This framework is a new

"metapsychology" in that it zooms out and offers a broad way to coherently frame the subject matter of psychology, its professional practice, and the identity of the institution. In *A New Unified Theory of Psychology*, Henriques (2011) described how the framework addresses psychology's fragmentation and integrates major psychological theories (e.g. Behavioral, Psychodynamic, Cognitive, and Experiential) into a coherent whole. In his book, Henriques laid out four metatheoretical formulations that he argued resolved the longstanding "problem of psychology" and set the stage for its unification. They are: 1) Tree of Knowledge System; 2) Justification Systems Theory; 3) Behavioral Investment Theory; and 4) the Influence Matrix. As such, Henriques Unified Framework attempts to solve the fragmented state of psychology by integrating the science, conceptualization of the paradigms, and application of psychology.

Specifically, Henriques (2011) argued that the field of psychology is inherently problematic as its many paradigms (e.g. Behavioral, Cognitive, Psychodynamic, etc.) cannot agree upon basic definitions and applications of the mind and human behavior. Henriques compared this fragmentation to the parable of the "Blind men and the Elephant", since the fundamental principles of psychology (the elephant) have historically been conceptualized from contrasting perspectives. However, Henriques' conceptual framework carefully integrates these competing fields, and by doing so, permits the field to be understood as a coherent whole rather than a collection of dissenting parts.

In addition, Henriques book also presented a path toward bridging the science of psychology, as framed by the unified metatheory, with a more unified approach to psychotherapy. Since that writing, Henriques has developed four additional conceptions

that define the unified approach towards psychotherapy. They are: 5) Character

Adaptation Systems Theory; 6) the Wheel of Development; 7) the Nested Model of Well-

being; and 8) the CALM MO approach to psychological mindfulness.

Relative to the fragmented pluralism that currently characterizes the field of

psychology, Henriques' Unified Framework offers educators a new way to think about the

field of psychology in a way that is more coherent and less fragmented, and links different

domains of human functioning together in a way that makes sense for students. The current

course structure used Henriques Unified Framework as a backdrop to organize the various

domains of psychology and maximize the students' capacity to see how these domains

were interrelated in the whole of human functioning. In particular, Character Adaptation

Systems Theory (Henriques, 2017; Mays & Henriques; 2018) and the Nested Model of

Well-being (Henriques, Kleinman, & Asselin, 2014) were central to how the course was

organized. As such, they are briefly described below.

Character Adaptation Systems Theory (CAST). Henriques (2011) argued that

the concept of adaptation was central to both the science of psychology and the practice of

psychotherapy. He further argued that there were different component systems of

adaptation that seemed to be emphasized by different approaches. Henriques (2017)

elaborated on this argument and offered a "new big five" for personality and psychotherapy

with CAST. This article articulates why the zoomed out lens of the Unified Theory of

psychology resulted in delineating five different systems of human adaptation: 1) the habit

system; 2) the experiential system; 3) the relational system; 4) the defensive system; and 5)

the justification system.

The habit system was defined by the basics of learning and automatic responding. It also corresponded with the procedural memory system. Henriques (2011) theorized that it evolved first in the animal kingdom and represented the base of the nervous system functioning. Henriques argued that behaviorists generally thought of human adaptation in terms of habit loops (Duhigg, 2012), such that environmental stimuli would trigger modal action patterns automatically. In terms of well-being and general adaptation, the habit system corresponds both to the "everyday doings and activities" of individuals and includes lifestyles that involve patterns of eating, exercise, sleep, sexual behaviors, and substance use.

The experiential system refers to the core conscious experiences of perception, basic drives and motives, and emotions. Henriques (2017; see also Mays & Henriques 2018) demonstrated that the empirical literature suggests that emotions are core, integrating "perceptual response sets" that represent perceived appraisals relative to desired states. This is crucial because it highlights how central emotional adaptation is to the world, both in terms of an individual's primary mode of emotional responding and in terms of secondary reactions to the emotions themselves. Importantly, this is the focus of modern emotion focused therapists, like Les Greenberg and Sue Johnson, who have elaborated how central emotions and adaptive emotional processing is.

Henriques (2011) mapped the key elements of the relationship system through his Influence Matrix. It is an integrative model that assimilates and integrates many different paradigms, perhaps most centrally attachment theory and the Interpersonal Circumplex Model (Wiggins, 2003). Central to the Influence Matrix is the idea of relational value, the process of being known and valued by important others. In addition, the Matrix highlights

how the "self-other" process dimensions of power, love and freedom serve as motivational tendencies that stem from the human need for relational value and social influence.

The defensive system in Henriques' unified theory refers to the way individuals navigate the tensions and pressures between three different domains of (1) felt experience and the drives and emotions associated with them; (2) the private self-conscious identity that analyzes these feelings and (3) the public, relational world that the individual finds herself in and the ways the feelings and impulses are anticipated to be experienced by others. These "filtering dynamics" are what Henriques argues are analyzed by the psychodynamic theorists cataloging of defense mechanisms.

Finally, the justification system refers to the language-based beliefs and values that are networked together to provide meaning making narratives about the self, the world and others. This is the domain of human functioning most associated with cognitive approaches to psychotherapy that emphasize adaptive or maladaptive self-talk. This domain also corresponds to the narrative and existential therapies in that it involves the language-based meaning making and identity and philosophy of life of the individual.

These five systems of adaptation provide a lens through which to view human adaptation and the adaptive and maladaptive processes that result in either healthy adjustment and high well-being or maladjustment and psychological problems and suffering. Figure 2 shows the CAST Model and how it (a) identifies biological, learning and developmental, and sociocultural "vectors" of development; (b) the five systems of adaptation and the way they align with the four major domains of individual psychotherapy, thus linking to adaptive and maladaptive patterns; and (c) places individuals in a current and potential future context of stressors and affordances.
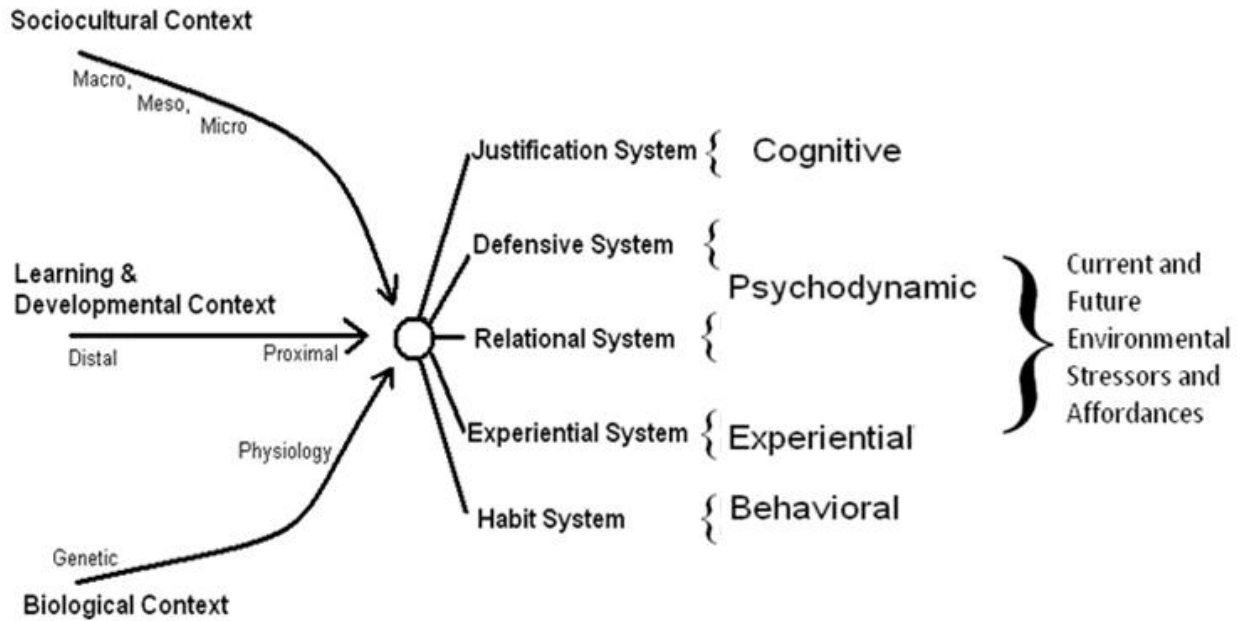
Figure 2. Henriques' Character Adaptation Systems Theory (CAST)

In sum, a central organizing frame for the study's course structure were these five

systems of adaptation. Specifically, students enrolled in the intervention learned about the

importance of (a) habits and lifestyles; (b) emotions; (c) relationships; (d) coping and

resiliency (for defenses); and (e) cognitions, values and identity (for justification systems)

in fostering adaptive living. Whereas CAST provided a crucial structure for the content,

the Nested Model of Well-being provided the overall conceptual structure for thinking

about the fundamental construct that organized the course, human well-being.

The Nested Model of Well-Being. What is well-being? The answer to this

question appears both deceptively simple yet complex. For the most part, people

subjectively know when they are feeling "well" and describe this state as being happy,

satisfied, and content. Conversely, people largely recognize when they are feeling "unwell"

and describe feeling sad, dissatisfied, and fatigued. In addition, well-being is a longstanding

concept that has been intimately witnessed and experienced across cultures and time.

However, much like faith, love, or morality, the concept of well-being is philosophically

and pragmatically complex and subsequently cannot be easily distilled to a single feeling

state or definition. Consequently, many scholars offering their own definitions and

assessments of well-being.

The current study approached the concept of well-being primarily using

Henriques' Unified Framework as an overarching conceptual system that informed the

way the material was organized and presented. This framework offers scientists, scholars,

and practitioners a new way to think about the field of psychology in a way that is more

coherent and less fragmented. It enables educators to link different domains of human

functioning together in a way that makes sense for students. Like Paul Wong's arguments

for a positive psychology 2.0 (2017), the Unified Framework also provides a way to link

the concept of well-being and positive psychology with psychopathology and suffering

into an integrated and holistic view of the subject matter.

Consistent with Henriques' claim that the field of psychology is fragmented and

lacks a common language and conceptual core, the branch of positive psychology has two

competing frames for thinking about the concept of well-being: subjective well-being

(SWB) and eudiamonic well-being. Some positive psychology scholars, such as Ed

Diener, argue that well-being is best operationalized by subjective feelings and reflective

evaluations. Along these lines, well-being is thought to consist of a person's level of

satisfaction, positive and negative affect, and is strongly influenced by personal

experience. Several empirically oriented scholars prefer SWB as its narrow focus allows

for greater clarity as a scientific construct and thereby allows for greater measurement

and research (Henriques, Kleinman, & Asselin, 2014). From a SWB perspective, well-

being is fostered by pursuits of pleasure (e.g. love, happiness, money, etc.), general life satisfaction, higher rates of positive affect than negative affect, and minimal negative experiences.

The eudiamonic approach views well-being as a more complex construct that is achieved by living a full, meaningful, purposeful, and value-driven life. Along these lines, well-being is more than subjective states of happiness as repeated hedonic pursuit can lead to severe consequences such as drug addiction. Accordingly, eudiamonic well-being appears to stem from factors that support optimal mental health and psychological functioning such as self-acceptance, meaning, and personal growth. Consequently, some positive psychology scholars, like Carol Ryff and Martin Seligman, have developed corresponding well-being theories based on eudiamonic principles and overarching life flourishing (e.g., engagement, positive relationships, self-determination). In contrast, some researchers steer away from this perspective as the philosophical underpinnings of eudiamonic well-being make it more challenging to define as a scientific construct and therefore harder to empirically assess.

Henriques, Kleinman and Asselin (2014) offer the Nested Model to transcend the longstanding debate between subjective and eudiamonic frameworks. According to the Nested Model, well-being consists of four domains that intimately exist and interact with one another other like a Russian nesting doll, including: (Domain 1) the subjective domain, (Domain 2) the health and functioning domain, (Domain 3) the environmental domain, and (Domain 4) the values and ideology domain (see Figure 3). These domains are described in detail below.
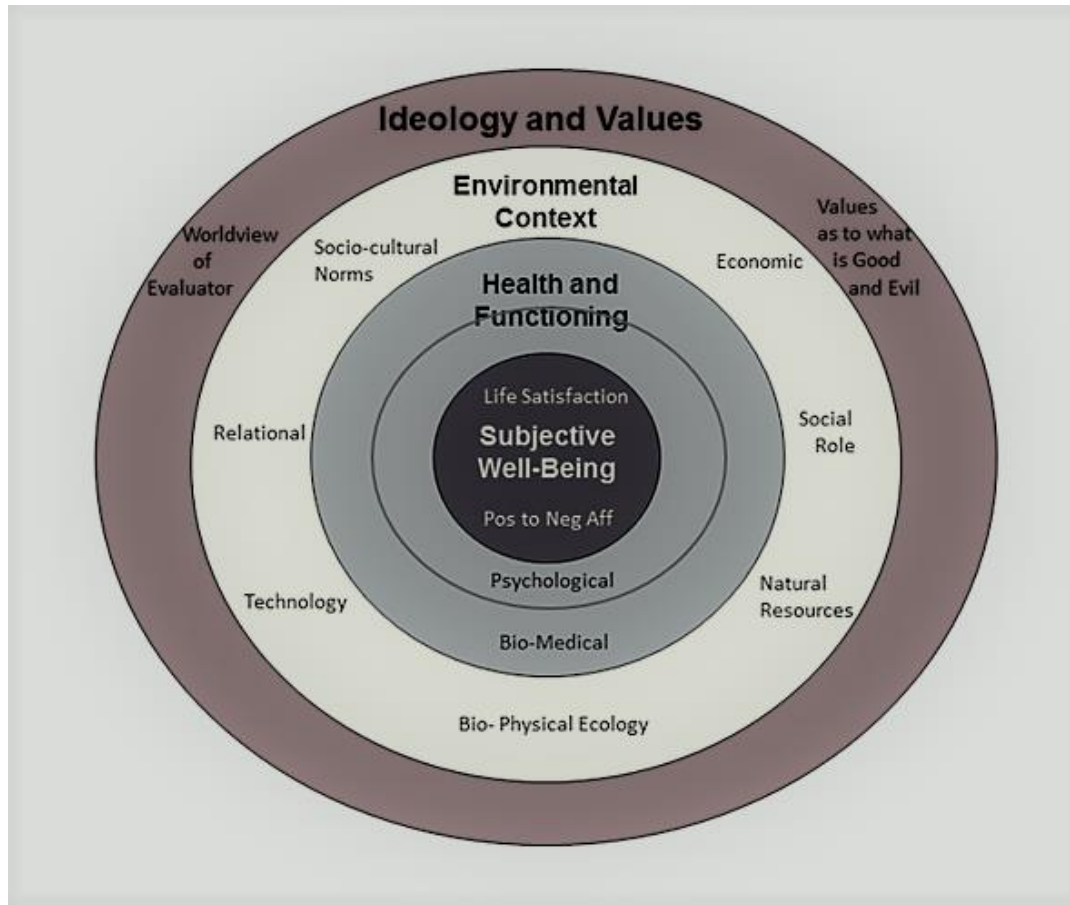
Figure 3. The Nested Model of Well-being

     Domain 1: Subjective Domain. The subjective domain refers to the first person,

conscious experience of pleasure versus pain and self-conscious reflection of satisfaction

versus dissatisfaction. Henriques et al (2014) aligned this domain with two streams of

human consciousness that are clearly delineated by the unified theory of psychology. The

first stream of consciousness is experiential and involves perceptual awareness and

motivational and emotional feeling states. This domain connects the foundational feeling-

experiential elements of well-being and can be assessed via the levels of positive relative

to negative affect. The second stream of consciousness highlights the impact of language,

higher order thinking, and justification within a social cultural context. Along these lines,

our second stream of consciousness is mediated by language and gives to voice and

rationale to our unique perceptual experiences.

   Domain 2: Health and Functioning. The second domain of the Nested Model

refers to the overall health and functioning of a person across two broad domains:

biological and psychological health. This psychological domain relates to the eudiamonic

approach to well-being as it relates the concept of functioning. While biological health

can be determined through traditional medical techniques, Henriques et al. (2014)

suggested that psychological health can be best understood and assessed via his Unified

Framework and corresponding branches. Specifically, Henriques recommended assessing

a person's personality functioning through the unified view of the Character Wheel of

Development which includes their temperament and traits (i.e. openness, extraversion,

agreeableness, etc.), character adaptations and identity (habits, experiential, relational,

defensive, and justification systems), and adaptive potentials (i.e. skills and abilities that

help person to effectively function). Along these lines, a person's biological and

especially their psychological functioning are heavily influenced by a variety of factors

such as their personal habits, medical conditions, relationships, beliefs, and mindset.

   Domain 3: The Environmental Domain. The third domain of the Nested Model

refers to how a person functions within with environment. Henriques et al. (2014) break

this domain down into two parts: material and social environment. Material environment

is comprised of three sub sections including an individual's biophysical ecology (i.e. their

natural habitat and access to basic materials for living like food), technological

environment (i.e. availability of manufactured goods and technologies), and

financial/economic environment (i.e. access to money and state of economy). The second

part of this domain is the social environment, which includes an individual's

connectedness to relationships, degree of social capital, and engagement with social

groups.

     Domain 4: The Values and Ideology Domain. The fourth and last domain of the

Nested Model posits that well-being is an evaluative construct that warrants assessment

from a third-party perspective. This third-party perspective is important when assessing

for well-being as it is possible to subjectively report high rates of well-being when

engaging in immoral or unethical actions. In other words, an individual may present with

high well-being and may also be a pedophile or member of the Nazi party. As a result,

this fourth domain is necessary to account for individuals who are not living life in an

ethical or moral manner. Accordingly, this domain allows the evaluator to assess the

client from a legal, ethical, and moral lens and gives evaluators permission to make

judgements about a person's functioning. Moreover, this domain reinforces Henriques

intentional blend of philosophy and science as a person subjective well-being is

contrasted against broader cultural considerations (Henriques et al., 2014).

     Overall, the Nested Model of Well-being illustrates the interaction of subjective

experiences and self-reflective awareness, biological and psychological functioning, as

well as environmental and social contexts on well-being. Likewise, this model reinforces

the idea that well-being is an evaluative construct influenced by cultural zeitgeist and

ideology of a third-party assessor. More importantly, this model provides the conceptual

framework to understand and develop authentic well-being. Along these lines, this model

posits that well-being and psychopathology are counterpoints on the same spectrum. As

such, when this model is metaphorically inverted the assessor and participant have a

conceptual frame of psychopathology as well. As such, this model allows for both the

comprehensive assessment of a person's well-being as well as the assessment of factors

that may reduce well-being or generate psychopathology.

In sum, Henriques' Unified Framework provided a novel metatheory that bridged

psychology's fragmented field and mapped the interactions between the domains of

psychology, adaptation, and human functioning. Henriques' CAST model organized

patterns of human adaptation into five systems a) habits and lifestyles; (b) emotions; (c)

relationships; (d) coping and resiliency; and (e) cognitions, values and identity. His

Nested Model of Well-being built upon these systems and provided a framework to

understand and develop authentic well-being that balanced competing paradigms (e.g.

subjective vs eudiamonic well-being; positive psychology vs. psychopathology). In

addition, the Nested Model of Well-being argued that a well-being can be empirically

assessed from a unified perspective and subsequently developed a novel assessment. The

following section explore this assessment.

The Well-being Interview based on the Unified Framework. In 2012, Asselin

developed a structured, clinician-administered assessment of wellbeing known as the

Well Being Interview (WBI) based on Henriques' Unified Framework. According to

Asselin (2012), the "WBI conceptualizes well-being across three general Sections:

Section I: Domains of Life Satisfaction, Section II: Domains of Adaptation, and Section

III: External Domains" (p. 30). Each general section is comprised of distinct domains that

influence and help to define well-being, with the overarching evaluation process and

subsequent domains relating to Henriques Nested Model of Well-being (e.g. Subjective

Domain, Health and Functioning, Environmental, and Values and Ideology. The first

section of the WBI assesses: 1) satisfaction, 2) engagement, and 3) purpose. The second

section assesses: 4) Health and Habits, 5) Emotions, 6) relationships, 7) Coping, and 8)

Identity. The last section assesses: 9) environmental influences (i.e. stressors) and 10)

trajectory (i.e. self-appraisal of person's hopes, dreams, goals, and strengths).

After completing the WBI a participant receives an objective score based on the

narrative response (e.g., level of insight, openness, awareness), a subjective rating score

based upon their functioning with the assessed domain, a score obtained from the

specific forced choice data, and lastly an overarching "Overall Well-being Index" score

(Asselin, 2012, p. 35). The overall score is an average of a person's narrative, subjective,

and force-choice data scores, with more points correlating to higher rates of well-being.

As such, the WBI grants the evaluator access to a rich qualitative narrative as well as

specific data points and emphasizes the necessity of both perspectives in order to gather a

complete view of a participant's level of well-being.

Accordingly, Henriques and Asselin's work demonstrated that the construct of

well-being can be readily defined, understood, and assessed from a Unified Framework.

Moreover, this framework provided the map upon which a subject could assess their

well-being "baseline" and utilize this model to enhance their own well-being

development. This implication is reflected in the current study as students were similarly

asked to determine their baseline well-being rates to enhance their understanding of well-

being and to help them identify which of their well-being domains would benefit from

improvements. Kimberly Kleiman (2012) also recognized the potential of this

comprehensive, novel assessment as well as Henriques Unified Framework and Nested

Model of Well-being in relationship to the evolving mental health crisis. Consequently,

she developed and piloted a college course that was dedicated to psychoeducation, assessment, and enhancement of positive psychology and well-being. The following section outlines her course and how this course relates to the current study.

Well-being Education Course Grounded in the Unified Approach. In 2012, Kleinman developed and taught an undergraduate positive psychology course, conceptually grounded in Henriques' (2011) Unified Framework. Her course was titled, Psychology 235: The Psychology of Adjustment, and was offered as an elective to psychology majors.

Course Structure. Kleinman reported that Henriques' ten domains of well-being (as seen in the WBI) served as the foundation of the course structure. Her course met for fourteen weeks, once a week, for two and a half hours. The course was comprised of course lectures, small group discussion, a personal project, and traditional course assignments such as journals. The first 90 minutes of class was dedicated to traditional discussion-based lecture and focused on positive psychology and well-being research as well as on "the practical application of psychological theories and behavior change techniques to enhance personal awareness and development" (Kleinman et al. 2014, p. 2036). The last hour of the course utilized small group discussions (four groups of six to seven students) that were facilitated by a doctoral-level clinician. Group facilitators received an outline of the weekly lecture, reading, and a list of suggested discussion points in an effort to help lead conversation. As the semester progressed, the facilitators played less of an active role as the students were encouraged to lead their own groups. Discussions were based on the weekly topic and gave students the opportunity to engage in the material in a personally relevant and hands-on way (Kleinman, 2012).

Course Assignments. The course was broken down into four assignment areas: 1) class participation (25% of grade), 2) a research paper (20% of grade), 3) midterm and final (30% of grade) and 4) a personal project (25% of grade). Considering the dynamic nature of the course, Kleiman stressed the importance of both individual and group participation. Students were encouraged to offer personal reflections to the extent they felt comfortable as well as actively listen. The second assignment, the research paper, required students to complete an 8-10 page, APA-styled paper on a wellbeing topic. For the third assignment, students completed a midterm term consisted of multiple-choice questions, short answer, and brief essay responses and the final consisted of a take home exam with three essay questions. The last assignment, the personal project, was a "self-reflective examination of each student's adjustment and well-being" and "consisted of five components: initial self-assessment, weekly ratings, weekly homework and journaling, a follow-up self-assessment, and final reflection (Kleinman, 2012, p. 68). Kleinman reported that the homework assignments consisted of empirically supported interventions and strategies designed to improve a particular domain of well-being and adjustment (Kleinman, 2012).

Assessment. Kleinman's study utilized a convenience sampling of 57 undergraduate college students from James Madison University, in Harrisonburg, Virginia. Her study's experimental group consisted of the students enrolled in her PSYC 235 course (N = 25). Her control group consisted of students from three 200-level elective psychology courses (N =33). Both groups were predominantly female, Caucasian, and ranged from 18 to 26 years old. Both groups were required to complete a battery of measures, related to well-being, at three different times: 1) at course entry (pre-

test), 2) course completion (post-test), and four months after completion (follow up). These measures included the Satisfaction with Life Scale (SWLS), Positive and Negative Affect Schedule (PANAS), Rosenberg Self-Esteem Scale (RSE), Oxford Happiness Questionnaire (OHQ), Well-Being Interview (WBI), and Supplemental Coping Questions. All of the above measures are self-report instruments while the WBI and Supplemental Coping Questions were clinically administered to each student. The follow-up portion was completed by 17 out of the 25 students in the experimental group and 14 of the 26 students in the control group and did not include the WBI and supplemental coping questions (Kleinman, Asselin, & Henriques, 2014).

   Results. The results of Kleinman's study were based on the course and facilitator evaluations, the student's overall grades, as well as the analysis of the measures within and between groups across time. Regarding the student evaluations and feedback, the data indicated a positive evaluation of the course. For example, when asked, "How has this course influenced you?" one student replied, "It encouraged me to consider my well-being more and take a more active role in increasing my happiness and doing more things to make me happier" (Kleinman, 2012, p. 168). Ten out of ten narratives offered by Kleinman's students suggests an overwhelming positive experience of the course as well as a positive impact to their well-being. Kleinman also reported,

   "When asked whether the course was helpful outside of class in personal

   situations, 21 students (91%) responded at either the 'agree' or 'strongly agree'

   level, one responded with a neutral response (4%) and one responded at the

   'strongly disagree' level (4%). When asked whether students would recommend

   the course to a peer, 22 out of 23 students responded affirmatively (96%) and

when asked whether the course would be beneficial outside of the department of
psychology 21 out of 23 students responded affirmatively (91%)" (Kleinman,
2012, p. 86).

In regards to comparing the impact on well-being, when the pre-post test data
were examined for the students who took the well-being course, the paired-samples *t*-
tests indicated significant differences between pre and post measures for the experimental
group on the following measures: 1) Psychological Well-Being Narrative Form (p
=.007); 2) the PANAS Negative Emotions scale (p =.003); 3) The Rosenberg Self-
Esteem Scale (p = 013); 4) The Oxford Happiness Questionnaire (p = .049); 5) The WBI
Overall Scale (p =.033); 6) The WBI Satisfaction Scale (p = .001); 7) The WBI Purpose
Scale (p = .001); 8) The WBI Emotion Scale (p = .000); 9) The WBI Coping scale (p =
.044); and, 10) the Supplemental Coping Questionnaire (p = .038) (Kleinman, 2012).
Conversely, the control group demonstrated little pre-post change. According to
Kleinman et al. (2014) the follow up data for the experimental group was also
encouraging and demonstrated no significant change in well-being from posttest to
follow-up. However, significant results were not achieved when the experimental
condition was compared to the control.

Conclusions and Future Directions. The tentative conclusion from Kleinman's
study is that her course may have had a generally positive impact on student well-being.
Moreover, her positive qualitative feedback and significant within group pre-posttest
differences coupled with the evolving mental health crisis reinforces the need to continue
this critical research. However, it appears that a well-being course, like Kleinman's,
might be better suited for the broader audience of general education rather than a higher-

level elective. Consequently, in order to implement this course at the general education level and make it easier to replicate across academic institutions, the course would need to make the following changes: 1) streamline and reduce the number of well-being measures, 2) remove facilitators, 3) reassess and reduce the rigor the course assignments, and 4) include a greater number and diversity of students. Lastly, in order to fully address the spectrum of well-being and help students to assess their own functioning, the course would also need to educate on psychopathology since it is naturally intertwined with well-being. Accordingly, this author sought to continue this line of research by developing and piloting a general education course on well-being, grounded in Henriques Unified Framework, that attended to these limitations. Moreover, it was hoped that this continued research would advance the understanding of a unified approach to well-being, well-being assessment, and empirically supported well-being interventions.

Chapter Two: Methodology

Project Overview and Rationale for the Course

This study sought to respond to the college student mental health crisis via the development of a three credit-general education course on well-being, grounded in Henriques Unified Framework. To situate the logic and justification for this effort, here I offer a more personal and qualitative narrative of the rationale. For the past six years, my graduate education has been dedicated to learning and practicing clinical psychology and clinical mental health counseling. Moreover, much of my clinical practice has occurred with college students. I also served as an adjunct undergraduate psychology professor across four semester-long courses as well as a part-time undergraduate academic advising assistant for four years.

Across these experiences, notable mental health trends emerged amongst my students and psychotherapy clients. Namely, it appeared that many of my students and clients were overwhelmed by developmentally appropriate stressors (e.g., academic performance, roommate problems) and struggled to cope. Likewise, it appeared that many had difficulty with active problem solving, procrastination, and rumination and had little awareness into their own emotional and behavioral patterns. As such, I have had to scaffold problem solving (e.g. "here's what you do if your printer is broken and you need to print my lecture"), calm students experiencing panic attacks, and escort students to a college counseling center on multiple occasions.

Similarly, while teaching an introductory psychology course, many of my students described choosing the course to better support their mental health or help the people they loved. However, my introduction course and assigned textbook were not

focused on this topic and provided little information on how to cultivate healthy psychological functioning outside of a broad chapter about different psychotherapy theories. As a result, it appeared that a well-being based general education course was not only needed but sought out by my students. Given this demand, it appeared that an applied well-being based general education course would be a relevant, engaging, and popular option.

My curiosity and inference led me to explore research related to the college student mental health crisis. Upon reviewing the work of Twenge, Haidt, and Henriques, I realized my experiences were not unique and there was evidence to suggest an evolving decompensation in mental health across the globe, especially amongst college students. In addition, I learned that there were a variety of competing explanations and definitions for well-being. But most importantly, I discovered that an alumnus of my graduate training attempted to address the college mental health crisis by developing an undergraduate general education course grounded in positive psychology and a unified frame of well-being (Kleiman, 2014).

Kleinman's course appeared be partially successful since it could be replicated and qualitatively and quantitatively demonstrated increased rates of well-being. However, there were limitations to her course when viewed as a potential intervention to the college mental health crisis. Namely, this course needed to change to the general education level in order to ensure greater access and feasibility. In its current state, Kleinman's course was too labor intensive for general education and required several graduate assistants to facilitate group discussion on a weekly basis. Equally, her means of assessing well-being was resource intensive and the rigor and frequency of her course assignments were better

suited for a higher-level elective. Additionally, the course content needed to be updated

to reflect current research and a more holistic frame of well-being. Lastly, her course had

no means of tracking which well-being domains and concepts were quantitatively more

helpful than others on well-being.

Given the above limitations, the current study sought to increase the accessibility

and feasibility of the course and make additional adjustments as noted. Accordingly, this

current study was developed with the intention of being applied within a general

education curriculum. Moreover, to reduce labor and enhance insight, group cohesion,

and discussion, I intentionally had the students self-organize into groups - with each

member having a different primary character strength. Next, I streamlined the well-being

assessments down to seven measures and presented the measures in way that could be

easily completed, self-scored, and understood within the on the first day of the

intervention course (Appendix B, C, D, & E). In addition, I added weekly engagement

screeners (Appendix J) to assess which well-being domains were quantitatively and

qualitatively more relevant and helpful to well-being and to determine if the presentation

of such material was engaging.

Next, I incorporated recent research into the course structure through the creation

of a Smartphone Wellness Project (SWP). This project was inspired by Jean Twenge's

research (2018) and focus on the relationship between smartphone and social media

habits and well-being. This project contained four parts: 1) Reflecting on Smartphone and

Social Media Use, 2) Tracking Smartphone Usage, 3) Smartphone and Social Media

Detox, and 4) Research and Review (Appendix L). Each part representing either a

research, measurement, applied, or reflective perspectives. Students had the autonomy to

complete each part at their leisure, provided they were completed by the designated due date. Students were invited to meet with me and discuss an alternative assignment should they have a significant problem or concern with this project. No one in the course elected to do an alternative assignment.

I also deliberately incorporated psychopathology into the curriculum. My rational for this incorporation matches with that of Paul Wong (2017). Specifically, he notes how positive psychology's perspective is limited and reinforces dichotomous thinking in which we either focus on the good or the bad. Accordingly, well-being is best understood as an interaction of positive and negative content and benefit from being presented together. Given my personal and professional experiences and Wong's perspective, I purposefully incorporated psychopathology (e.g., mental health disorders, cognitive behavioral therapy strategies) and existentialism (e.g. retrospective generativity, chaplain guest speaker) into the course curriculum.

Lastly, the Unified Frame of well-being was bolstered in the final component of the course. Specifically, on the last day of class, each group illustrated Henriques 10 Domains of Well-Being via a large concept map. Each group then presented their illustrations to the class. This exercise provided a powerful and clear message regarding the natural interplay between Henriques well-being domains as well as positive and negative content. Moreover, the visual scaffolding allowed students to take stock in the depth and breadth of their well-being education and aid in deeper self-reflection.

The Structure of the Psychology of Adjustment Course

This intervention course is based upon Henriques' Unified Framework with special attention payed to his Nested Model of Well-being and Character Adaptation

Systems Theory (CAST). The course also thoughtfully integrated salient research and

practices from positive psychology and psychopathology. The aim of this course was to

determine if the education of the aforementioned areas and subsequent application well-

being practices would improve the well-being of the enrolled students. This course was

listed as "Psychology 235: The Psychology of Adjustment" and counted as elective credit

towards the Psychology Major. The course was titled "The Psychology of Adjustment"

because it was already established as such in the course catalog. However, the specific

content was open to interpretation by the instructor (this author) and approved by James

Madison University's Undergraduate Psychology Department Head. The following

section will outline the course structure including lectures, discussions, assignments, and

schedule.

  Course Structure. The course met once per week for two and a half hours. The

course structure consisted of 1) course lectures, 2) small group discussions, 3) a Well-

Being Portfolio (comprised of weekly Well-Work assignments and journals), 4) a

Smartphone Wellness Project, and 5) quizzes (Appendix's G, H, K, & L). A description

of each of these course elements is offered below. The fifteen week-course included

thirteen weeks of content classes, one introduction/pre-test class, and one exit/post-test

debriefing class. The fourteenth week functioned as a review of well-being domains and

the interaction of these domains via a concept map group activity. Each class and

corresponding reading/assignment focused or expanded upon one of Henriques 10

Domains of Well-Being (e.g. life satisfaction, meaning, emotions, etc.).

  Course Lectures. Course lecture compose the first half of the class. Students

were expected to have completed assigned readings prior to lecture. Lecture was

dedicated to advancing students understanding of each well-being domain as well as the corresponding research and practical application of the domain. Along these lines, the purpose of lecture was to create a mutual understanding of the well-being concepts so student could actively engage in critical thinking and discussion during the second portion of the course: small group discussion.

Small Group Discussion. After the first day of class, students were asked to complete a character strengths inventory as part of their first Well-Work assignment. On the second day of class, students brought their inventory results to class, compare and contrast their top strengths with their peers, and organize themselves in groups of three with each group member having a different top character strength (e.g., compassion, perseverance). These groups were maintained across the semester. The purpose of these groups was to provide a space in which students may experience, reflect, and critically think about the course content by discussing questions, engaging in activities, and reflecting on personal experiences (within their level of comfort). At the middle and end of the course, group members anonymously evaluated each other regarding their level of engagement (i.e., attendance and attentiveness) and openness (i.e., willingness to contribute and listen) in the group on a scale from 1 to 5 points (Appendix I). The average of these scores were used to compute each student's overall participation grade at the end of the course.

Course Assignments. Beyond small group participation, there were three sources of grading: 1) Well-Being Portfolio (WBP), 2) Smartphone Wellness Project (SWP), and 3) quizzes. The Well-Being Portfolio essentially consisted of an organized binder in which a student stored their assigned well-being practices and corresponding

reflections. Accordingly, each student steadily built his or her portfolio across the course

and saw the portfolio grow with each week's assigned Well-Work and related journal

activity. A Well-Work consisted of a selection of empirically supported self-intervention

(e.g., a gratitude letter) that related to that week's well-being domain. The students

selected which intervention they wanted to practice and reflected on their experience

using the intervention, as well as the corresponding well-being domain, in a journal entry.

By the end of the course, a complete WBP consisted of a pre- and post-test

measure summary page, the weekly well-work's and corresponding journal entries, and a

final reflection paper. It should be noted the contents of the WBP were only reviewed by

this author and journal entries were only graded on level of thoroughness and completion

rather than content (i.e., did the student made an effort or did it appeared the entry was

hastily put together last minute). The goal of this assignment was to help student to

develop a tangible, personalize well-being dossier that help to enhance their well-being

beyond the course. Moreover, this assignment also allowed students to get real-time

feedback regarding their baseline well-being functioning, via the pre-test measures. This

baseline allowed students to approach the course and corresponding assignments with

awareness of their well-being strengths and growth areas as well as helped to see any

subsequent changes in well-being via the post-test measures.

Lastly, to ensure that students were reading and retaining the course material, a

20-question quiz was assigned, every 3-5 weeks, on Canvas. Students were given 20

minutes to complete the quiz and had one attempt. The format for these quizzes included

multiple choice, fill-in-the-blank, and true/false. Students were given a general topic

outline prior to the quiz and were encouraged to create their own study guide. Four

quizzes were given across the semester and the lowest quiz grade for each student was dropped at the end of the course.

Research Questions

With the frame and justification of the course clearly defined, two broad questions emerged. The first question can be framed as follows: Will this course be meaningful at a pedagogical level? This question can be operationalized in terms of the extent to which the course was experienced by students as being attractive, pedagogically effective, and evaluated positively. The question was answered by analyzing data from course enrollment, standard course evaluations, engagement screeners, final grades, and data comparison to Kleinman's work.

The second question pertains to the overarching impact of the intervention course on the participant's well-being. This second question was organized into two sub questions. Question 2a: From a within group perspective, would participants in the intervention demonstrate a qualitative and quantitative positive impact in well-being? This question was assessed via data from the specific course evaluation, anonymous-engagement screener, and reflective assignments. Where a positive impact to well-being would be illustrated by high evaluation ratings and self-reported well-being improvement. This question was also analyzed via pre-post evaluations of quantitative measures of well-being.

The second sub-question, 2b, was: Would the course have a significant impact on intervention participants when compared with a control course? A statistically significant increase in well-being in the experimental participants, as compared to a control, would

illustrate the effectiveness of this course as an intervention and suggest that participant

improvement occurred due to the course rather than confounding variable(s).

Methods

      Recruitment Process and Participants. The study's participants were comprised

of 50 students enrolled at James Madison University (JMU), in Harrisonburg, VA. A

convenience sampling technique was used to recruit participants for both the intervention

course and control course group. All participants were eligible to enroll in a 200-level

psychology course. All participants were at least 18 years of age. It should be noted that

the ethnicity of both groups were not tracked due to human error.

      Intervention group. Thirty participants were included in the intervention group.

These participants were recruited from students enrolled in the Spring 2019 course,

"Psychology of 235: Psychology of Adjustment." The group consisted of 27 females and

3 males ($M_{age} = 21$, $SD = 1.5$, age range: 19-26). Two of the students were enrolled as

seniors, twelve as juniors, fourteen as sophomores, and two as freshman. JMU's

undergraduate psychology department advertised this course as an elective for admitted

psychology majors (Appendix A). Participants were also recruited via word of mouth by

their psychology academic advisors.

      On the first day of the intervention course, all enrolled students were invited to

engage in the study as participants. Students were assured by this author (the instructor)

that their consent to participate was not a course requirement and would not impact their

final grade. Students were notified that they would still need to complete the well-being

pre- and posttest measures as a function of the WBP assignment. They were reassured

that their the data from these measures would not be used without their consent (See

Appendix ___). In order to reduce feelings of coercion, this author did not administer the

consent form and had a colleague administer and gather the forms. The consent forms

were sealed in a signed envelope, locked in a secure cabinet, and were not reviewed by

this author until final grades had been submitted.

  Control Group. Twenty students consented to participate in the control group (17

females and 3 males, (M_{age} = 21, *SD* =1.2, age range: 19-25). Twelve of the students were

enrolled as juniors and eight were enrolled as sophomores. Convenience sampling was

used to recruit for the control group. At the time of this project, a colleague of this author

was teaching a 200-level psychology elective course at JMU titled "The Psychology of

Culture." She agreed to let this author come to her class and recruit control participants.

Like the intervention group, students understood that their participation was voluntary

and would have no impact on their final grade. Students were also notified that should

they wish to better understand their assessment results that were welcome to contact this

author and schedule an individual appointment to discuss their assessment findings. None

of the control group participants sought out this option.

  Assessment Measures. Seven measured were used as pre- and posttest

assessments across the duration of this study (Appendix D). A summary of each of these

measures is outlined below. It should be noted that some of these measures (such as the

PERMA) have unique sub-scales. Because some of the measures had subscales, there

were 16 dependent variables (i.e., we performed 16 pre- and 16 posttests).

  The Positive and Negative Affect Schedule (PANAS). The PANAS is a reliable,

valid, and efficient self-report measure that assesses positive and negative affect, with 10-

items measuring positive affect (PA) and 10-items measuring negative affect (NA).

According to Watson, Clark, and Tellegen (1988), positive affect is "the extent to which

a person feels enthusiastic, active, and alert" and negative affect is "a general dimension of subjective distress and unpleasurable engagement that subsumes a variety of aversive mood states" (p. 1063). This instrument asks subjects to review 10 PA adjectives and 10 NA adjectives and indicate, "To what extent you have felt this way during the past week?" using a 5-point Likert Scale ranging from 1 "very slightly or not at all (1)" to "extremely (5)". Item scores are summed on both the positive and negative subscales. Higher scores on each subscale indicate a higher presence of the measured affect (e.g. high positive affect score = higher rates of positive affect). Watson et al. state that the "the reliabilities of the PANAS scales are acceptably high with Cronbach's alpha of 0.89 to .90 for PA and from .84 to .87 for NA" (p. 1065). Watson et al. also reported a low but significant negative correlation between the PA and NA scales.

Positive Emotions, Engagement, Relationships, Meaning, and Achievement (PERMA). The PERMA is a brief, valid self-report measure that assesses the level of well-being in a person's life. This measure is based upon Martin Seligman's five domains of well-being: Positive Emotions (P), Engagement (E), Relationships (R), Meaning (M), and Accomplishment A). In this measure, (P) measures "general tendencies toward feeling contentment and joy", (E) measures interest, absorption, and flow within activities and the world, (R) measures a general sense of "feeling loved, supported, and valued by others", (M) measures a sense of "purpose in life, direction where life is heading, feeling that life is valuable and worth living" and connection to something bigger than self, and (A) measures a sense of mastery and "subjective feelings of accomplishment and staying on top of daily responsibilities" (Butler & Kern, 2015).

Each of Seligman's five domains are captured within three items of the 23-item measure and has a correspond domain score. The sub-scales of negative emotion, health, loneliness, and happiness are also assessed within the measure's items. The PERMA measure requires subjects to review the 23 items (e.g. "In general, to what extent do you lead a purposeful and meaningful life?") and select responses that best describes them using a 11-point Likert-type scale (0 = never / not at all / terrible and 10 = always / completely / excellent). There is no total PERMA score. Instead, this measure offers an average score for each of Seligman's domains (e.g., Achievement, Engagement, etc.) and sub-scales (e.g., negative emotion), with these final scores ranging from 0 to 10. Higher total scores reflected higher rates of the specific domain. Lastly, Butler and Kern (2016) described this measure as demonstrating "acceptable reliability, cross-time stability" and having "evidence for convergent and divergent validity" across "a large, diverse, international sample" (p. 22).

Brief Resiliency Scale (BRS). The BRS is a reliable, self-report measures that assesses resiliency, also known as the "ability to bounce back or recover from stress" (Smith, Dalen, Wiggins, Tooley, Christopher, & Bernard, 2008). This six-item measure has three items that are positively worded (e.g. "I tend to bounce back quickly after hard times") and three items that are negatively worded (e.g. "It is hard for me to snap back when something bad happens), with the negative items being reverse coded. Subjects are instructed to read the six statements and "indicate the extent to which [they] agree with each of the following statements" across a 5-point Likert Scale (1 = strongly disagree and 5 = strongly agree) (p. 195). The final BRS score is the average of these six items, with final scores ranging between 1 and 6. Scores between 1-2.99 indicate low resilience,

scores between 3-4.30 indicate normal resilience, and scores between 4.31-5 indicate

high resilience. Smith et al. found good psychometrics properties for this measure, with

the BRS illustrating good test-retest reliability (Intraclass correlation coefficient – ICC =

.69) and good internal consistency across their four sample groups (Cronbach alpha =

.80-.91). In addition, the BRS demonstrated positive correlations with other resiliency

measures, optimism, purpose in life, active coping, and positive reframing and was

"consistently negatively correlated with perceived stress, anxiety, depression, negative

affect, and physical symptoms" (p. 197).

   Henriques 10-Item Well-being Scale (H10WB, unpublished). This user-friendly

10-item self-report assesses subjective well-being and is based upon Henriques Unified

Framework and Nested Model of Well-being. Specifically, this measure assesses **"**the

general sense of well-being in a person's life across 10 domains: overall satisfaction with

life, sense of mastery over the environment, emotional health, quality of relationships

with others, sense of autonomy , levels of self-acceptance, satisfaction with academic

functioning, health and fitness, sense of purpose in life, and sense of personal growth"

(Anmuth, 2016, p. 49) . This measure was originally developed for college students but

can be used by non-college adult peers as well. For this measure, subjects respond to a

statement for each of Henriques' 10 wellness domains along a 7-point Likert scale. The

H10W's total score is the sum of all the item scores, with a range of total scores spanning

from 7 to 70. A score of 50 or below indicates that the subject should pay greater

attention to their psychological health and well-being. A score of 40 or below indicates

some notable problems with daily living. And a score of 30 or below indicates that a

person is likely having significant difficulty in most areas of functioning and likely needs

some assistance. Lastly, individual score of 4 or below in a particular domain indicates a

need for greater reflection in that area. In a recent study by Anmuth (2016), the total well-

being score demonstrated good internal consistency (α =.83).

      Satisfaction With Life Scale (SWLS). This 5-item measure was developed by

subjective well-being scholar Ed Diener and his colleagues in 1985 and asks 5 questions

related to overarching life satisfaction (e.g., "In most ways my life is close to ideal").

Each question is answered using a 7-point Likert scale, where 1 = strongly disagree and 7

= strongly agree. An individual's final SWLS score equals the sum of their answers.

Final scores range from 5-35 with higher points indicating greater life satisfaction. Gable,

Reis, Impett, and Asher (2004) report the internal consistency coefficient for this scale as

0.93.

      Rosenberg Self Esteem Scale (RSE). This 10-item scale was developed by

Morris Rosenberg in 1965 and assesses "global self-worth by measuring both positive

and negative feelings about the self" (e.g., "I feel that I have a number of good

qualities"). Participants rate their degree of agreement with each of items using a 4-point

Likert type scale. Given that the scale offers a mix of negatively and positively charged

statements, the negative items require reverse scoring in order to keep the scores on a

continuous scale. The total RSE score is a sum of all 10-item scores, where higher scores

indicate higher rates of self-esteem. Previous studies have reported alpha reliabilities as

ranging from .72 to .88 (Gray-Little, Williams, & Hancock, 1997) and .88 to .99 (Robins,

Hendin, & Trzesniewski, 2001).

      Oxford Happiness Questionnaire (OHQ). This 29-item measure provides a broad

measure of personal happiness. This measure is was developed Hills and Argyle (2002)

as an abbreviated version of the Oxford Happiness Inventory (Argyle, Martin, & Crossland, 1989). Each item consists of either a positively or negatively charged happiness statements (e.g. "I feel that life is very rewarding"). Participants rate their level of agreement with each item using a 6-point Likert type scale (1= strongly disagree, 6= strongly agree). Similar to the RSE scale, reversed scoring is used on the negatively charged items. A total score is achieved by averaging the 29-item answers. Hills and Argyle (2002) reported high scale reliabilities with alpha values of .92 for the OHI and .91 for the OHQ.

  Administration of the Measures. The well-being pre-tests were administered to both groups during the first week of classes. All measures were completed on paper after all informed consents had been signed, gathered, and placed in a sealed envelope (See Appendix's B and C). Since the intervention group needed to know their baseline well-being functioning in order to complete the WBP and actively engage in the course, these participants hand tabulated their scores using a scoring guide (see Appendix E). Self-tabulation also ensured that any student who had not consented to the study could clearly understand their pre-test scores and engage in the course without penalty. After tabulation, this author provided a general debriefing of each measure's range of scores so students could interpret their baseline well-being (Appendix F). The control group did not hand score their pre-tests and turned in their measures to the administrator upon completion. The pre-test measures took roughly 15 minutes to complete and an additional 10-15 to score. Once all measures and tabulations were completed, the pre-test were gathered, sealed in a large envelope, and safely stored with their informed consents in a locked file cabinet.

After the first day of class, intervention participants engaged in the course as they would for any standard general-education course and complete all outlined course requirements. During the last week of classes, the same well-being measures were given as a posttest assessment to both the control and intervention groups. Again, the intervention participants hand scored their posttest measures in real time and they were debriefed on the meaning of these scores. All posttest measures were collected, sealed in a large envelope, and locked in a secure file cabinet and not reviewed until final grades had been submitted.

Anonymity. In order to maintain participant anonymity, consenting students were asked to create a username consisting of the first three initials of their mother's maiden name and the last 4-digits of their phone number (ex: MOR2513). Participants included this username on the bottom of their informed consent and on the pre- and posttest measures. Once final grades were submitted, this author reviewed the consent forms (and if consent had been granted) matched corresponding usernames and measures and destroyed measures for students who denied consent.

Research Design

Overall, this study consisted of a mixed method design in which both qualitative and quantitative data were collected and analyzed. The quantitative portion of this study assessed the impact of the intervention through the administration of seven pre- and posttest measures. The analysis of these pre-posttest differences occurred at two levels: within the intervention group and as compared to a control. The independent variable consisted of the intervention course and the dependent variables consisted of the pre and posttest ratings across seven well-being measures. The qualitative portion of this study

was assessed throughout anonymous feedback from the semester course evaluation, course specific evaluation, and weekly engagement screeners. Equally, known self-reports from reflective assignments (i.e., journals, final reflection paper, SWP) were also examined for qualitative themes regarding the impact of the course.

Chapter Three: Results

Overview of Analyses

This study investigated the outcomes associated with the development and implementation of a three-credit general education course on well-being based on positive psychology and the Unified Framework. Two research questions organized this study. The first question pertained to the nature of the course from a pedagogical perspective. Specifically, would students find the course attractive, accessible and evaluate it positively. The second question pertained to the courses impact on the participants' well-being. The following predictions were developed in reaction to these questions:

Hypothesis 1: The course would be attractive, pedagogically effective, and well-received. This hypothesis would be confirmed if the course filled easily and was positively evaluated at a level on par with Dr. Kleinman's course

Hypothesis 2: The course would have a positive impact on well-being

2a: The intervention course would have a quantitative and quantitatively positive impact on participants. This would be confirmed if the students reported they benefited from the course and they demonstrated significant, positive pre-post changes on key measures of well-being.

2b: The intervention participants would experience a greater, positive impact on well-being than the control participants. This hypothesis would be confirmed if the participants in the intervention course demonstrated greater changes in well-being relative to those in a psychology of culture course.

The following sections outline the findings of each hypothesis as well as the measures and analyses used.

Research Question 1

The first hypothesis of this study stated the course would be attractive, pedagogically effective, and well-received. A combination of quantitative data from the course evaluation, weekly engagement screeners, course enrollment, and final grades were analyzed and are outlined below.

Course enrollment. The intervention course reached full capacity (N =30) prior to the first day of course and received two requests for course overrides. This confirmed the prediction that the course was attractive.

Standard Course Evaluations. At the end of the semester students were asked to complete a standard departmental course evaluation. Specifically, students rated the degree to which they agreed with each evaluation statement on a 5-point Likert scale (1 = Strongly Disagree, 3 = Neither Agree nor Disagree, and 5 = Strongly Agree). Twenty-nine out of the thirty enrolled students responded to these standard questions. On average, this author/instructor received positive ratings as did the course (see Table 1), with the highest mean score being (4.93) and lowest mean being (4.48). These findings demonstrate that the course was positively evaluated and well-received by the students.

Table 1.

Intervention mean (SD) values for standard departmental course evaluation

Items	Mean (*SD*)
The instructor created a setting of support	4.72 (.80)
The instructor made thought provoking presentations	4.48 (.91)
The instructor engaged students in the subject matter of the course	4.69 (.81)
The instructor demonstrated a thorough grasp of the course material	4.83 (.38)
The instructor seemed enthusiastic about teaching the course	4.93 (.25)
The instructor facilitated critical thinking	4.67 (.55)
The instructor explained the course material clearly	4.87 (.35)
The instructor was helpful	4.80 (.41)
The instructor created an environment that promoted my learning	4.80 (.48)
The instructor conveyed clear expectations for all graded work	4.77 (.43)
The instructor provided timely feedback on all graded work	4.88 (.50)
The organization of this course facilitated my learning	4.80 (.41)

Strongly Agree = 5, Agree = 4, Neither Agree nor Disagree = 3, Disagree = 2,
Strongly Disagree = 1

Data Comparison. The above findings for the standard course evaluation were

compared to Kleinman's (2011) evaluations and indicate that the current course was just

as well-received as Kleinman's original course (see Table 2). This comparison is

especially important as the current study had less resources, labor, and had been

streamlined to support the administration of this course at the general education level. As

such, it could be argued that this course is more successful and feasible than Kleinman's

as it received equally strong evaluations with less resources and labor and can be utilized

across a broader audience.

Table 2.

Kleinman's course M (SD) values for standard departmental course evaluation

Items	Mean[1] (SD)	Mean[2] (SD)
The instructor seems knowledgeable about this course.	4.75 (.44)	4.69 (.61)
The instructor facilitated critical thinking.	4.70 (.47)	4.44 (.79)
The instructor is enthusiastic about the course.	4.90 (.31)	4.70 (.79)
The instructor effectively communicated with students.	4.55 (.60)	4.46 (.83)
The organization of the course facilitated learning.	4.60 (.82)	4.38 (.87)
The instructor was helpful.	4.80 (.41)	4.44 (.81)
The instructor created an environment that promoted my learning.	4.60 (.50)	4.42 (.84)
The instructor made expectations for assignments and exams clear.	4.20 (1.0)	4.43 (.84)
The instructor provided useful/timely feedback.	4.55 (.60)	4.41 (.85)

[1] *Psychology 235: The Psychology of Adjustment*
[2] *Departmental course evaluations for all fall 2011 courses*

Engagement Screeners. At the end of each class period, students completed an anonymous engagement screener (Appendix J). The screener consisted of four questions: 1) "How engaging was the course topic?"; 2) "How engaging was the course lecture?"; 3) "How relevant was the course topic today to you?"; and 4) "How helpful was the course topic today to you?" Students rated these questions using a 1 to 7 Likert scale (1 = low engagement /relevance/ helpfulness, 4 = moderate engagement /relevance/ helpfulness, and 7= high engagement /relevance/ helpfulness). As presented in Table 3, each class earned, on average, an above moderate score across all screener questions, with the majority of the classes falling in the high range (5.5-6.5 points) Suggesting that the intervention course was helpful, personally relevant, and engaging.

Table 3.

Frequency of completed engagement screeners and mean (SD) values

	Completed Engagement Screener**	*How engaging was the course topic?*	*How engaging was the course lecture?*	*How relevant was the course topic today to you?*	*How helpful was the course topic today to you?*
	N(%)	M (SD)	M (SD)	M (SD)	M (SD)
Week 2: Life Satisfaction	30 (100%)	6.5 (.8)	5.4 (1.2)	6.0 (.9)	5.6 (1.0)
Week 3: Engagement, Flow, and Interests	29 (97%)	5.6 (1.3)	5.0 (1.5)	5.7 (1.2)	5.7 (1.2)
Week 4: Emotions	28 (93%)	6.0 (1.3)	5.8 (1.5)	6.3 (1.0)	6.10 (1.3)
Week 5: Emotional Regulation	23 (77%)	6.2 (.8)	6.2 (1.0)	6.3 (.8)	6.3 (1.0)
Week 6: Coping, Defensiveness, and Resiliency	23 (77%)	5.9 (1.1)	5.8 (1.0)	6.3 (1.3)	5.9 (1.2)
*Week 7: Stressors and Affordances	-	-	-	-	-
Week 8: Meaning and Purpose in Life	14 (47%)	6.1 (1.5)	5.9 (1.3)	6.5 (1.0)	6.1 (1.5)
Week 9: Retrospective Generativity	16 (53%)	6.4 (.7)	6.1 (.9)	5.7 (1.4)	6.1 (1.0)
Week 10: Relationships	25 (83%)	6.4 (1.2)	6.0 (1.2)	6.0 (1.4)	6.1 (1.2)

Week 11: Health and Fitness Habits	27 (90%)	5.8 (1.3)	5.7 (1.4)	6.0 (1.5)	5.8 (1.5)
Week 12: Goals and Trajectory	25 (83%)	6.3 (.7)	6.4 (.7)	6.6 (.6)	6.4 (.8)
Week 13: Narrative Identity	27 (90%)	6 (1.0)	5.6 (1.2)	6.1 (1.1)	5.9 (1.0)
Means and SDs across all weeks	-	6.1 (.3)	5.8 (.4)	6.1 (.3)	6.0 (.3)

Week 1 and 15 not assessed as these weeks focused on administration of well-being measures. Week 7 not assessed due to school closure. Week 14 not assessed as it was a review day.
**Note: 30 students are enrolled in the course.*

Final grades. Final grades provide an indirect assessment of engagement and involvement. Specifically, in order to earn an "A", students had to demonstrate active participation and self-reflection, engagement with the course material, and a thorough understanding of the material via journals, written assignments, and quizzes. Of the thirty enrolled students, 19 (63%) earned an A, 2 earned an A- (6%), 3 earned a B+ (10%), 3 earned a B (10%), 2 earned a C+ (6%) and 1 earned a C (3%). These grades suggest that the majority of the students were actively participatory, engaged, and reflective and likely walked away with an increased understanding of well-being.

Research Question 2a: Within the Intervention Group

The second hypothesis predicted that the course would have a positive impact on well-being. This hypothesis was first evaluated within the intervention group by reviewing the participants pre- and posttest differences. An array of quantitative and

qualitative information was also gathered from the course specific evaluation, weekly

engagement screeners, and reflective assignments as well. A summary of these results is

outlined below and indicate support of this hypothesis.

Within Group Pre-Posttest Differences. A review of the pre-postest well-being

differences within the intervention group suggests a notable, positive increase in well-

being. Specifically, a repeated measures t-test illustrated significant changes in 12 out of

16 well-being scales, including: Brief Resiliency Scale, Henriques 10 Domains of

Wellbeing, PANAS – Positive Emotions, PERMA – Positive Emotions, PERMA-

Engagement, PERMA – Meaning, PERMA – Negative Emotions, PERMA – Loneliness,

PERMA – Happiness, Satisfaction with Life Scale , Rosenberg Self Esteem Scale,

Oxford Happiness Questionnaire (see Table 4).

In particular, intervention participants demonstrated a clinically significant

improvement in well-being according to the H10W. Specifically, they demonstrated a

greater than 8 point increase (See Table 4). According to Henriques' H10W scoring

guide, this improvement means that, on average, students in the intervention course

moved from having mixed to somewhat high well-being to somewhat high to high

wellbeing by the end of the course. This is a substantial change, something akin to what

would be hoped for from a successful course of therapy. Given these significant findings,

the first level of the second hypothesis appears to be supported in the predicted direction.

Table 4.

Mean (SD) values and repeated measures t-test for pre-post differences of intervention

Variable	Pre		Post		*t*-test	
	M	*(SD)*	*M*	*(SD)*	t(29)	p
Brief Resiliency Scale	3.0	.82	3.5	.89	-6.075	.000*
Henriques 10 Domains of WB	45.2	8.2	53.5	7.2	-5.996	.000*
PANAS: Positive Emotions	27	5.4	31.1	5.2	-4.787	.000*
PANAS: Negative Emotions	19.6	6.1	18.0	4.6	1.803	.082
PERMA: Positive Emotions	6.4	1.8	7.0	1.2	-2.456	.020*
PERMA: Engagement	7.1	1.5	7.7	1.3	-2.323	.027*
PERMA: Relationships	6.6	2.0	7.5	2.2	-1.765	.088
PERMA: Meaning	7.0	1.3	7.6	1.5	-2.912	.007*
PERMA: Achievement	7.0	1.2	7.1	1.5	-.254	.802
PERMA: Negative	5.0	2.0	4.2	1.7	3.186	.003*
PERMA: Health	6.1	2.2	5.8	2.0	.860	.397
PERMA: Loneliness	5.1	2.4	3.7	2.8	3.197	.003*
PERMA: Happiness	6.4	1.6	7.4	1.7	-3.484	.002*
Satisfaction With Life Scale	21.5	7.3	24.8	6.8	-4.234	.000*
Rosenberg Self Esteem Scale	18.8	6.57	21.2	5.7	-2.456	.020*
Oxford Happiness Questionnaire	3.9	.89	4.4	.7	-4.837	.000*

Note. * $p < .05$

Course Specific Course Evaluation – Quantitative. This author also developed course specific evaluation questions to gage how impactful the course had been in terms of course administration and enhancement to well-being. Students rated the degree to which they agreed with each statement using a 5-point Likert scale (1 = Strongly Disagree, 3 = Neither Agree nor Disagree, and 5 = Strongly Agree). Twenty-eight of the thirty enrolled students responded to these questions (See Table 5 below).

Table 5.

Mean (SD) values for well-being course specific evaluation questions

Items	Mean (*SD*)
This class has helped to improve my well-being	4.36 (.78)
This was one of the best classes I've ever had	4.11 (1.07)
I would recommend this course to a friend	4.39 (.83)
The Well-Work assignments enhanced my well-being	4.29 (.85)
*The Well-Work assignments	4.79 (.42)
*Smartphone Wellness Project	4.11 (1.07)
*Weekly Journals	4.25 (.80)
*Small Group Discussions	4.57 (.79)
*Assigned readings	3.96 (1.09)
*Lectures	4.43 (.84)

* The _____ increased my understanding of well-being concepts and practices

Strongly Agree = 5, Agree = 4, Neither Agree nor Disagree = 3, Disagree = 2, Strongly Disagree = 1

The number of students who strongly agreed and agreed with the course specific statements were used to calculate the percentage of rated agreement. Overall, a majority of the students agreed the course helped to improve their well-being (88%). Furthermore, all students indicated they would recommend this course to a friend (100%), and 70% of the students endorsed this course as one of the best classes they've ever had. Students were also asked to rate with these course specific evaluation questions. Overall, a majority of the students rated the course as helpful and positively impacting their wellbeing. Small group discussion was rated as most helpful component (89%) followed by: course lecture (86%), Well-Works (86%), the Smartphone Wellness Project (82), journals (78%), and readings (68%).

Course Specific Course Evaluation – Qualitative. Students in the intervention were also given the opportunity to provide anonymous feedback on the course specific evaluation questions (See Appendix O). The purpose of this feedback was to gather details about the course's administration, effectiveness as an intervention, limitations, and future directions. Like the above findings, this feedback was largely positive and supportive of course's effectiveness and administration. A majority of the students anonymously responded to these questions.

To begin, students were asked, "Explain your rating to the question 'This class helped to improve my well-being.'" Twenty-eight out the thirty enrolled students replied. These responses were screened for positive, negative, or neutral qualitative content with all responses illustrating positive content. Below are some examples of these positive responses.

1) "I have been able to critically look at my own well-being and determine if and

where changes were needed. [This] class helped to know the healthy ways to

make those changes"

2) "This course gave me more tools further my own well–being. I feel more

prepared to deal with life challenges now that I have this new information with

me"

3) "I learned many techniques in this class I had never considered. Additionally, it

was all empirically backed up techniques, so I felt very confident in the material I

was learning."

These examples were chosen as they illustrated how the course enhanced self-reflection,

insight, and adaptive coping skills. Along these lines, student report appears to support

that intervention had a positive impact on well-being. There were no negative replies.

Next, students were asked to "Explain your rating to the question "This is the best

class I ever had."" Twenty-eight out of the thirty enrolled students replied. These

responses were screened for positive negative, or neutral content. Twenty-five students

responded with positive content and largely described the course as "impactful",

"practical", "engaging", "meaningful", "well-structured", "valuable," and a "secure

environment. Three students responded with negative to neutral content such as "It was

an alright class. It wasn't really that challenging and sometimes the lectures were very

dry and boring." The following quote was selected as it highlighted the largely positive

perception of the course was well as the appreciation for the "real world" application and

focus.

"What made me like this class was that it related to me as a person. A lot of

classes are about learning what someone else did and this class was not just that.

It helped me further grasp an explanation of myself and my actions."

Next, students were asked, "Have you shared what you learned from this class

with someone (friends, family, partners, etc.)? If so, what did you share? (Ex: I told my

sister that it is important to face your fears and not avoid your problems)." Twenty-seven

students responded out of thirty. The responses were screened for positive, negative, and

neutral content. Twenty-four responses offered positive content that confirmed the

sharing of various lessons from the course with students' loved ones (e.g., how to untwist

cognitive distortions and practice flexible thinking; how to practice healthy sleep habits).

For example, one such student remarked:

"I always share[d] what I learned in class with my roommates. Often when they

are going through a rough time, I mention the things I have learned in this class to

help give them advice. Once my roommate was stressed about her future and

telling me how things have to go exactly as she's planned them and I told her

about the jungle gym [flexible thinking] concept we learned in class."

Given the above remarks, it appears that the course and corresponding assignments were

perceived as largely helpful and as having a positive impact on well-being. As a result,

this author sought to analyze these assignments further and determine why students found

these assignments to be helpful. The following sections outline these findings for the

following assignments: Well-Works, Smartphone Wellness Project (SWP), and journals.

Well-Works. Students were asked, "Reflect upon your experience with the well-

work activities. Overall, were these assignments helpful? Did the well-works enhance

your well-being and understanding of well-being practices? Why or why not?" Twenty-five out of the thirty enrolled students responded. The messages were screened for positive, negative, and neutral content as well as similarities to see if there was a pattern in the most or least helpful well-works. All of responses provided positive content regarding the helpfulness of the well-works. However, a pattern could not be detected regarding which well works were most and least helpful since some of the most highly rated well-works were also rated as the least helpful by others. For example, one student reported the following regarding the Narrative Identity well-work:

> "The well work most helpful to me was the life story entry. It was extremely difficult to write but I liked that we were taught in lecture to think about traumatic events as a way to grow. Writing the life story paper helped me really organize some of the key points in my life, a lot of which were negative, and rethink them as a way of finding growth from those negative events…"

However, other anonymous reports suggested that students didn't like this assignment because it was "uncomfortable" and made them reflect on the "bad parts of their life." As such, it appears that some students were naturally more challenged than others on certain assignments as a result of their subjective experiences, thinking styles, and problem-areas. Moreover, this range reiterates that a student's perception of each well-work activity is impacted by a range of factors such as their level of comfort, past experiences, cognitive flexibility, and expectations for change.

Given these contradictory responses, there was limited consensus regarding which well-works were the most helpful. There did appear to be a slight preference for the well-works from Weeks 6, 10, and 11. Specifically, Week 6's well-work focused on Coping,

Defensiveness, and Resiliency and asked students to practice identifying and challenging

their maladaptive automatic thoughts and replace them with more adaptive thinking.

Next, Week 10's well-work focused on relationships, with most students opting to write a

letter of forgiveness to themselves, another person, or to a situation that has harmed them.

Lastly, Week 11's well-work focused on health and habits and offered students a variety

of well-work habit changes related to sleep, nature, and gratitude. Overall, the well-works

that were slightly preferred focused on increasing adaptive thinking, forgiveness, and

healthy habits. Otherwise, there appeared to be no pattern as to what well-works were

most or least helpful due the subjectivity of the student's experience.

   Smartphone Wellness Project (SWP). Students were asked, "Reflect upon your

experience with the Smartphone Wellness project. Overall, was this cumulative

assignment helpful? Did the assignment enhance your well-being and understanding of

well-being practices?" Twenty-six out of the thirty enrolled students responded. These

responses were screened for positive, negative, and neutral content. Twenty-two

responses (84%) contained positive content that endorsed the SWP as helpful; with many

describing the SWP as "eye-opening," "interesting", and helping to them to see how

mood, attention, and relationships were negatively impacted by technology over-use. For

example, one student reported the following:

   "When I first came to this class, I was a bit wary about the project because I knew I

   was addicted to my phone and I didn't know if I'd be able to do the project. I'm glad

   that this project was a part of the class and I actually ended up enjoying it. This

   project made me want to use my phone less because I realized how much more

   relaxed and free I felt when no one was able to reach me during those three days of

detox. It was a lot less stressful to not be constantly checking my phone and

wondering what people online were doing; instead I could just focus on being in the

real world."

Three out of twenty-six responses contained neutral or negative content such as, " I didn't

really like it but that is just my personal opinion" and "…Didn't feel like a 3 day detox

was necessary, and I already know I'm addicted to my phone, but the assignment didn't

really change anything."

Along these lines, it appears that the SWP was a largely a valuable, helpful

addition to the course and to the student's well-being. While it initially may not have

been a popular assignment, students were able to see for themselves the benefit of

"unplugging" and leaning towards more balanced habits regarding social media and

smartphone use. In addition, those who did not appear to like the course identified how it

conflicted with them personally or appeared to not be willing to change their technology

habit.

   Weekly Journals. Students were also asked, "Reflect upon your experience with

the weekly journals. Overall, were these journals helpful? Did the journals enhance your

well-being and understanding of well-being practices?" Twenty-six out of the thirty

enrolled students replied and were screened for positive, negative, or neutral content.

Twenty-four response (92%) illustrated positive content, with many of the students

describing the journals as "helpful," "valuable," and an effective way to reflect upon

themselves and the well-being practices. Along these lines, one student offered the

following remark: "The journals helped me to organize my thoughts and feelings. I liked

doing the journals because they provided a guide that helped me go through each domain

of well-being slowly so I could really see how I was doing in every domain." Two responses indicated negative content including, "They weren't all that helpful and seemed sort of like busy work" and "...the [journals] were not as helpful as the well-works themselves." Overall, it appears that the journals were a valuable component of the course, and when approached with the motivation of self-reflection, led to increased insight.

In sum, the above quantitative and qualitative data from the course specific evaluation appear to demonstrate strong support of the first level of the second hypothesis. Namely, the intervention course had a notable, positive impact on the well-being of the enrolled students. The next section continues to evaluate this level of the second hypothesis by reviewing feedback on the weekly anonymous engagement screeners and reflective assignments.

Engagement Screener Feedback. As previously mentioned, at the end of each class, students from the experimental group completed an anonymous engagement screener (See Appendix J). The screener consisted of four questions (e.g., how engaging, relevant, and helpful was this class?) as well as an open section for anonymous comments, feedback, and suggestions. These comments were screened in terms of positive, neutral, and negative content as well as themes such as personal reflection/ impact of the course or course administration.

A majority of comments focused on administration and were neutral or positive in content (e.g. "Post slides earlier", "I really liked discussing questions with our group and sharing ideas", "love the videos", "I like how you use real life examples"). Typically, two to five students would offer a personal reflection or a statement regarding the impact of

the course that were largely positive in nature. For example, after reviewing domain of

Emotions during Week 4, some students offered the following reflective feedback:

"Loved [this topic]! I look forward to learning how to handle our emotions now that we

know how to recognize our emotions when they are there"; "I've always been very

emotional, so learning more about pos/neg emotions and how they relate was awesome";

and "I appreciate your distinction between suppression and regulation of negative

emotions – it really resonated with me." However, given the subjective, perceptual

experience of each class and assignment, sometimes a negative reflection would emerge

that dissented from the majority. For example, one such student offered the following

negative reflection for the same, largely positively evaluated Emotion course above, "I

didn't love this lecture. I feel like there were a lot of points I disagreed with. Touchy

Subject."

Consequently, it appears that when students were given the opportunity to provide an

anonymous refection regarding the impact of the course, they largely felt comfortable to

do so as both positive and negative feedback was provided. Given that mostly positive

reflections were received, it appears that the qualitative data from the engagement

screeners further illustrate this intervention as positively impacting well-being.

Reflective Assignments. Over the duration of the intervention, students had the

opportunity to reflect on the course material and well-work lessons in journal entries.

While journal prompts varied from week to week, they generally had the same core

reflective tasks. Specifically, students were asked to reflect upon the well-being topic

(e.g. "How does emotional regulation apply to you?), the well-work practice they chose,

why they chose that practice, how they felt before and after the practice, and what they

learned as a result of the practice. Across each week, a notable theme emerged in the

journals. Specifically, students largely selected well-works practices based upon the

relevance to their personal growth and appeared to experience a positive effect. For

example, after completing Week 10's relationship well-work "Talking with Strangers,"

one student noted:

"My experience this past week was honestly mind altering. I always assumed that
people

　　want to keep to themselves, but most strive for human connection. I came into this

　　task with neutral expectations with the hopes of not bringing down my mood, but to

　　my surprised my happiness only increased after each experience with a stranger.

　　Every stranger has something to teach you. This task has impacted my understanding

　　of relationships and vulnerability immensely..."

Similarly, upon completing Week 11's healthy habit's well-work on nature, one student

remarked:

　　"I decided to choose the health habit that involved nature. I chose this option
　　because I

　　was interested in the idea of 'forest bathing,' and I thought it was fascinating that

　　you could feel better just by being in nature more. It makes sense, but I wanted to

　　check it out for myself. Before I engaged in this habit for a week, I would only go

　　outside for necessary activities, such as walking to class or to my car. It would

　　make me feel a sense of peace, but I felt like I didn't have time to slow down. I

　　was excited for this well-work because it gave me a reason to slow down. I know

　　I should take the time to avoid the fast pace of life, but, if I am on my way

somewhere, I feel pressured to get there. Now I see how important it is to save

time to be outside as a task for the day."

Aside from journal entries, students also had the opportunity to organize their

course reflections within their final reflection paper (See Appendix's M & N). This paper

had two parts with the second portion being dedicated to self-reflection. This section

asked students to reflect upon their own definitions of well-being, how the domains of

well-being interact, their main "take home points", how they were impacted by the

course, and their hopes for the future. These reflections were screened for positive,

negative, and neutral content as well as themes related to the impact of the course. These

reflections were all positive in content. Moreover, they illustrated a positive impact of

well-being as well increased knowledge and understanding of well-being from a unified

perspective. For example, one student offered the following remarks in her final paper:

"I think that a lot of well-being is under your control. Outside factors can affect

your mood, but well-being is how you take and interpret those factors. This class

has taught me a lot about myself, and has given me tools to continue to work on

ways to improve my well-being. My experiences between the lectures, reading,

and well-works all gave me new ways to think about my well-being. With the

class being titled "psychology of adjustment" I really had no idea about what was

going to be covered. I figured whatever was going to be taught was going to be

beneficial over-all to my human experience. In the end, my expectations were

blown out of the park. This class provided new ways for my thinking, and I

learned something new and interesting every class."

In sum, it appears that the journals and reflection papers corroborate the first level of the second hypothesis and illustrate that the intervention had a positively impact on student well-being. Moreover, the qualitative data from the anonymous engagement screeners and course specific evaluation questions align with this finding. The next section will expand on this study's analysis and explore whether there were significant pre-posttest differences between the control and intervention group.

Research Question 2b: Differences Between the Intervention and Control Groups

The second level of the second research question focused on the impact of the intervention, in comparison to a control group, on the pre and posttest well-being measures. A prediction was made that the course would have a statistically significant positive increase in well-being as compared to a control. A description of the omnibus MANOVA is provided below.

MANOVA – Group Differences. A one-way repeated measures ANOVA was conducted for each scale. The primary interested was to determine whether there was an interaction in time (pre- and posttest) by condition (intervention and control). Means and standard deviations for each condition and time point are presented in Table 6. The results of the anova are presented in Table 7. An interpretation of these analysis is offered beneath these tables.

Table 6.

Mean (SD) values for the Intervention and control group at pre and post times

	Intervention (*n*=30)				Control (*n*= 20)			
	Pre		Post		Pre		Post	
Variable	*M*	*(SD)*	*M*	*(SD)*	*M*	*(SD)*	*M*	*(SD)*
Brief Resiliency Scale	3.0	.82	3.5	.89	3.1	.7	3.4	.7
Henriques 10 Domains of WB	45.2	8.2	53.5	7.2	50.5	9.8	53.5	9.0
PANAS: Positive Emotions	27	5.4	31.1	5.2	29.3	7.2	29.5	6.4
PANAS: Negative Emotions	19.6	6.1	18.0	4.6	20.7	6.9	18.7	5.8
PERMA: Positive Emotions	6.4	1.8	7.0	1.2	7.0	1.8	7.5	1.8
PERMA: Engagement	7.1	1.5	7.7	1.3	7.5	1.7	7.6	1.5
PERMA: Relationships	6.6	2.0	7.5	2.2	7.7	1.8	7.9	1.8
PERMA: Meaning	7.0	1.3	7.6	1.5	7.1	2.2	7.6	2.0
PERMA: Achievement	7.0	1.2	7.1	1.5	7.3	1.9	7.6	1.8
PERMA: Negative	5.0	2.0	4.2	1.7	5.0	1.6	4.8	1.5
PERMA: Health	6.1	2.2	5.8	2.0	7.3	1.6	7.6	1.6
PERMA: Loneliness	5.1	2.4	3.7	2.8	4.0	3.2	3.5	2.7
PERMA: Happiness	6.4	1.6	7.4	1.7	7.4	1.9	7.9	1.7
Satisfaction With Life Scale	21.5	7.3	24.8	6.8	24.5	8.0	25.6	6.6
Rosenberg Self Esteem Scale	18.8	6.57	21.2	5.7	20.2	5.7	21.2	6.2
Oxford Happiness Questionnaire	3.9	.89	4.4	.7	4.3	.9	4.6	.9

Table 7.

One-way repeated-measures ANOVA values on measures of well-being (Time X Group)

Variable	η2	F^a	p
Brief Resiliency Scale	.035	1.742	.193
Henriques 10 Domains of WB	.119	6.454	.014*
PANAS: Positive Emotions	.092	4.863	.032*
PANAS: Negative Emotions	.001	.047	.830
PERMA: Positive Emotions	.004	.171	.681
PERMA: Engagement	.023	1.137	.292
PERMA: Relationships	.014	.687	.411
PERMA: Meaning	.002	.110	.742
PERMA: Achievement	.004	.180	.673
PERMA: Negative	.039	1.966	.167
PERMA: Health	.031	1.518	.224
PERMA: Loneliness	.020	.957	.333
PERMA: Happiness	.018	.901	.347
Satisfaction With Life Scale	.046	2.337	.133
Rosenberg Self Esteem Scale	.022	.1.089	.022
Oxford Happiness Questionnaire	.037	1.827	.183

Note. ^{a} *df = (1, 49). * p < .05.*

Overall, the Henriques Ten Domains of Well-being (H10W) measure and Positive and Negative Affect Schedule – positive emotion subscale (PANAS: Positive Emotion) had significant interaction effects in the predicted direction, with the intervention group illustrating a significant positive increases as compared to the control group [H10W, $F(1,48) = 6.454$, $p = .014$, $\eta2 = .119$; PANAS: positive emotion, $F(1,48) = 4.863$ $p = .032$, $\eta2 = .092$]. However, while the p-values are significant ($p < .05$) the effect size for these differences are small, meaning the differences are somewhat trivial even though they are statistically significant. In addition, the above omnibus test did not reach a pattern of significance at the macro level. Therefore, the study cannot conclude that there were group differences and cannot reject the null hypothesis.

Pre-test Differences. In order to determine whether there were significant pre-test differences between the control and intervention groups, an independent means *t*-test was computed on the mean score differences for each scale (see Table 8). Overall, the data suggest that neither group had drastically higher well-being than the other. Only two of the sixteen well-being categories, H10W and the PERMA Health scale, illustrated a statistical difference between the groups ($p > .05$), with the control group showing slightly greater well-being and health. While these differences did occur, there is insufficient evidence to conclude a pattern of notable, confounding pre-test differences. As such, the next analyzes are interpretable.

Table 8.

Means (SD) pre-test values between groups and independent samples t-test

| Variable | Intervention (n= 30) | | Control (n= 20) | | t-test | | |
	M	*SD*	*M*	*SD*	*t*	*df*	*p*
Brief Resiliency Scale	3.0	.81	3.1	.71	-.289	48	.774
Henriques 10 Domains of WB	45.2	8.2	50.5	9.8	-2.075	48	.043*
PANAS: Positive Emotions	27.0	5.4	29.3	7.2	-1.268	48	.211
PANAS: Negative Emotions	19.6	6.1	20.7	6.9	-.609	48	.545
PERMA: Positive Emotions	6.4	1.7	7.0	1.8	-1.194	48	.238
PERMA: Engagement	7.1	1.5	7.5	1.7	-.835	48	.408
PERMA: Relationships	6.9	2.0	7.7	1.8	-1.398	48	.169
PERMA: Meaning	7.0	1.3	7.1	2.2	-.162	48	.872
PERMA: Achievement	7.0	1.2	7.4	1.9	-.814	48	.420
PERMA: Negative	5.0	2.0	5.0	2.0	-.037	48	.970
PERMA: Health	6.1	2.2	7.3	1.6	-2.02	48	.041*
PERMA: Loneliness	5.1	2.4	4.0	3.2	1.357	48	.181
PERMA: Happiness	6.4	1.7	7.4	1.9	-1.913	48	.062
Satisfaction With Life Scale	21.5	7.3	24.5	8.0	-1.875	48	.184
Rosenberg Self Esteem Scale	18.8	6.6	20.2	5.7	-.794	48	.431
Oxford Happiness Questionnaire	3.9	.9	4.3	.9	-1.659	48	.104

Note. * *p* < .05.

Paired Samples t-test - Comparison of Group Effects. As noted in the

quantitative evidence for Hypothesis 2a, a paired samples *t*-test illustrated significant

within-group differences in 12 out of 16 well-being scales for the intervention. This same

analysis was used for the control group. In contrast, the control group demonstrated only

one statistically significant change over time within the Brief Resiliency Score (see Table

8). These contrasting findings appear to illustrate significant group differences. However,

it should be noted that these within group comparisons cannot be used to make strong

conclusions since they were computed after the prior omnibus did not reach significance.

However, this analysis is reasonable and acceptable for this current study given the

exploratory nature of this research and limited sample size.

Table 9.

Comparison of repeated measures t-test values for the intervention and control group

Variable	Intervention		Control	
	t(29)	*p*	t(19)	*p*
Brief Resiliency Scale	-6.075	.000*	-2.352	.030*
Henriques 10 Domains of WB	-5.996	.000*	-1.997	.060
PANAS: Positive Emotions	-4.787	.000*	-.115	.909
PANAS: Negative Emotions	1.803	.082	1.322	.202
PERMA: Positive Emotions	-2.456	.020*	-1.561	.135
PERMA: Engagement	-2.323	.027*	-.552	5.87
PERMA: Relationships	-1.765	.088	-.964	.347
PERMA: Meaning	-2.912	.007*	-1.539	.140
PERMA: Achievement	-.254	.802	-.780	.445
PERMA: Negative	3.186	.003*	.549	.589
PERMA: Health	.860	.397	-.938	.360
PERMA: Loneliness	3.197	.003*	.569	.576
PERMA: Happiness	-3.484	.002*	-1.347	.194
Satisfaction With Life Scale	-4.234	.000*	-.926	3.66
Rosenberg Self Esteem Scale	-2.456	.020*	-1.006	.327
Oxford Happiness Questionnaire	-4.837	.000*	-1.757	.095

Note. * $p < .05$

Results Summary

In sum, our predictions for Hypothesis 1 appears to be supported. Specifically, this general education course was pedagogically effective, attractive, and well-received and compared equally to the Kleinman's original course evaluations. This predication was also supported across the course enrollment, anonymous engagement screeners, and final grades. Furthermore, the Hypothesis 2a appears to be supported. Specifically, at the within group level, intervention participants demonstrated a significant difference in pre-posttest mean scores in 12 out 16 dependent variables (e.g., measurement subscales), with the H10WB illustrating a clinically significant improvement in well-being. The quantitative findings from the intervention's course specific evaluation offers the same conclusion and illustrates a positive impact on well-being. Qualitative findings from this course specific evaluation, engagement screeners, and reflective assignments also support this hypothesis in the prediction direction. A majority of the intervention participants reported themes, both anonymously and known, that the course positively impacted their well-being.

Quantitative evidence for Hypothesis 2b was found via interaction effects within the H10W and PANAS - positive emotion. However, a pattern of significant group differences was not reached at the MANOVA level. Accordingly, a definitive claim cannot be stated regarding the presence of group differences. However, the findings for Hypothesis 1 and 2a offers evidence that the intervention might have been personally and clinically beneficial to well-being. Accordingly, the following chapter seeks to explore the impact of these findings as well as explore the study's limitations, implications, and future directions.

Chapter 4: Discussion

Like many parts of the Western world, much data strongly suggest that the United States is in the midst of a mental health crisis. This appears to be especially true for college students, which may simply be a function of the fact that we have good data monitoring them over time. Nevertheless, data from a number of sources show that usage of mental health services, frequency of clinically severe diagnoses, self-reported distress, and levels of suicidality have all increased significantly in the past two decades. The magnitude of the crisis is such that many things must be done to address it, with many university presidents agreeing. A recent study found that 75% of university presidents said that college student mental health was a top concern (Ketchen Lipson, Abelson, Ceglarek, Phillips, & Eisberg, 2019).

Several prior studies have suggested that a well-being education platform might be both an effective and feasible way of helping to reverse the negative trends in mental health and foster greater levels of college student well-being. Consequently, this investigation sought to respond to the college student mental health crisis via the development of a three-credit general education course on well-being. The intervention course was based upon Henriques' Unified Framework, as well as predominant themes and research within positive psychology and psychopathology. The inspiration for this course stemmed from this author's personal experience as an academic and mental health professional. This study was also inspired by Kleinman's course on positive psychology, grounded in Henriques' framework, and is a partial replication of her course.

In order to enhance the accessibility and feasibility of the current course, this study changed Kleinman's course structure to match a general education level. Equally,

the current intervention was amended to reflect a balanced perspective of well-being (e.g. positive psychology and psychopathology) as well as recent research. This course structure consisted of 1) course lectures, 2) small group discussions, 3) a Well Being Portfolio (WBP), 4) a Smartphone Wellness Project, and 5) quizzes. The small group discussions were altered to be self-organized and led. The course assignments (e.g. readings, quizzes, papers) were reduced in frequency and rigor. The Smartphone Wellness Project was added to reflect the recent research of Jean Twenge. Lastly, weekly engagement screeners were added to help determine if certain well-being domains were more impactful than others.

The study employed a mix of qualitative and quantitative methods that utilized a convenience sampling of 50 participants. The intervention condition consisted of 30 students that had voluntarily enrolled into a 200-level general education psychology course (The Psychology of Adjustment). Each student consented to be a participant in the study. This consent was verified after final grades had been submitted. The control group consisted of 20 students enrolled in a different 200-level general education psychology course (The Psychology of Culture). Both groups completed seven pre and posttest well-being measures across the same semester. Experimental participants were debriefed on the pre-test measures so they could determine their baseline well-being scores and use this knowledge to enhance their well-being development and complete their WBP. The experimental group also completed a standard course evaluation and course specific evaluation at the end of the semester as well as a series of reflections as part of the course assignments.

This study sought to answer two broad research questions. The first questioned whether this course would be pedagogically effective, attractive, and well-received. It was hypothesized that this course would be effective, attractive, and well-received. Quantitative and qualitative analysis across standard course evaluations, grades, course enrollment, and engagement screeners supported this hypothesis. Overall, the findings for the first hypothesis suggest that the intervention might be more successful than Kleiman's since it was just as pedagogically effective and positively impactful but required less resources and labor and could be broadly distributed across general education.

The second research question focused on whether the intervention would create a meaningful impact on well-being. A second hypothesis emerged from this question and was broken down into two levels. First, from a within group perspective, it was predicted that the course would have a positive impact on wellbeing. Next, from a between groups perspective, it was predicted that the course would have a quantitatively and qualitatively positive impact on well-being as compared to a control.

The first level of the second hypothesis was quantitively and qualitatively assessed via pre-posttest differences, course specific evaluations, engagement screeners, and reflective assignments. Like Kleinman's study, this course positively impacted enrolled students at the quantitative and qualitative within-group level and the hypothesis was supported in the predicted direction. Specifically, within group analysis of the intervention group's pre-post differences found significance for 12 out of 16 dependent variables and illustrated a positive impact to well-being, with the H10WB demonstrating a clinically significant improvement. In addition, anonymous and known self-reports indicated a trend of positive content, with a majority of the participants reporting that the

course and its assignments as helping to improve their well-being. No real pattern emerged regarding which assignments and well-being content domains were most popular or most helpful; however, there appeared to be small favoritism for the domains of Coping and Resiliency, Relationships, and Health Habits.

Finally, the second level of the second hypothesis was quantitively assessed via pre-posttest group differences between the intervention and control groups. An omnibus test was utilized to determine whether group differences were present between the intervention and control group pre-posttest values. A positive significance difference was found for the intervention, as compared to the control, for two dependent variables (H10W and PANAS – Positive Emotion). However, the more robust omnibus analysis did not reach a pattern of significant group differences at the macro level. Meaning that a definitive claim about the presence of group differences cannot be made.

Limitations

Given these findings, it is critical to consider the limitations of this study. To begin, the small sample size and exploratory nature of the study makes it difficult to generalize any of the findings. Equally, JMU's student population is predominantly young adult, Caucasian females. Since our participants were primarily Caucasian females, the above findings are a better representation of this particular population rather than a diverse college student population.

Other limitations that warrant consider relate to the impact of instructor style and demand characteristics of the experimental course. Namely, there are a variety of personal variables such as this authors personality, presentation style, demographics, etc. that could have impacted student's perception of the course, overarching experience, as

well as willingness to engage in the material. Additionally, since students in the

experimental groups were aware that they were in a study and were debriefed on each

measure after the pre-test, these experiences may have primed them to respond on the

assignments in a favorable way. The method of data collection may also have been a

limitation of the course. Specifically, human error could have occurred at a greater rate

since students in both groups were required to hand score their data.

Implications and Future Research

Given the above findings, the following section outlines implications and

recommendations to advance research in this field of study. First, it is recommended that

future studies incorporate a larger and diverse college student sample size. The hope

being that these changes would not only provide the statistical power to illustrate whether

this course is a statistically significant intervention compared to a control group. This

would also add evidence for the generalizability of the findings. Next, it is recommended

that that a longitudinal component be added to this course to see if the self-reported

positive impacts of the course are maintained over time. To mitigate the impact of

instructor style, it is suggested that multiple sections of this course be offered in the same

semester, with each offering a different an instructor. The goal being to compare each of

these experimental sections to a control group. Similarly, to reduce the impact of demand

characteristics, future versions of this study could benefit from removing the debriefing

component after the pre-test. Should this recommendation occur, the WBP assignment

structure would need to change and the instructor would need to develop a new means of

having students discover their baseline well-being. In addition, it is recommended that all

assessments (e.g. pre and posttest and engagement screeners) be moved to an online

survey platform to reduce human error and aid with efficient analysis.

Such work is also desirable because there were indications that the course may

have had a substantial effect on the participants. The strongest indicator of this was the

changes in the H10WB scores. Participants moved almost a whole "category," with the

average being in the "mixed range" when they entered to being in the "somewhat high"

range when they left. More research is needed to validate the H10WB, but it is worth

noting that the measure tracks overall satisfaction with life, sense of mastery over the

environment, emotional health, quality of relationships with others, sense of autonomy,

levels of self-acceptance, satisfaction with academic functioning, health and fitness, sense

of purpose in life, and sense of personal growth. Of the seven measures that were used

across the study, the H10W was the only general measure that offered a holistic

assessment of a person's well-being. The other measures largely focused on one factor of

well-being like self-esteem (e.g., RSE) and/or assessed factors of well-being across

different subscales without offering a total well-being score (e.g., PERMA). Moreover,

the H10W is the only assessment that was normed and developed with college students.

Accordingly, once could argue that H10W the other six measures are less equipped to

offer a realistic, holistic assessment of college student well-being. Of note, this

assessment is unpublished and subsequently would require significantly more testing and

research to validate it as a reliable and valid measure. However, given the novelty of its

design and its unified approach to well-being assessment, it still warrants consideration a

future empirically support measure.

Beyond these recommendations, it is recommended that greater efforts be made across the field of psychology to research this topic. Moreover, this study needs to be replicated on a larger scale utilizing the recommendations outlined above. Along these lines, it would be important to offer training to new intervention course instructors to insure consistency in intervention administration. Most importantly, this study (and research like it) needs to be brought to the attention of college presidents so they can make a calculated decision about how they want to respond to the growing college mental health crisis.

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Appendix A

Course Description for Recruitment

The Psychology of Adjustment (Psyc 235) is a three-credit course designed to focus on the concept of positive psychology, well-being and personal adjustment from a comprehensive psychological lens. The main goals of the course are to expose you to the current research in the field regarding well-being and to assist you in thinking critically, analytically, and reflectively, about how to enhance your own psychological functioning. The two-and-a-half-hour course will meet once weekly (Class date/time TBD). Class time will be divided into two components. The first component will be didactic and that of a typical discussion-based lecture covering current research on positive psychology, psychological adjustment and well-being including topics like resiliency, emotional awareness, meaning making, and adaptive coping strategies. Particular attention will be paid to the practical application of psychological theories and behavior change techniques to enhance personal awareness and self-development. The second component, will take the form of small group discussions and activities so you have the opportunity to develop, challenge and experience the course material in a practical way. Students will be asked to reflect on personal experiences, as they are comfortable, complete weekly well-being activities, read relevant literature, and complete a personal well-being project. If you are interested in enrolling in this course, please enroll during your assigned enrollment period or contact the instructor, Jay Davis, at davis6jc@jmu.edu for additional information.

Appendix B
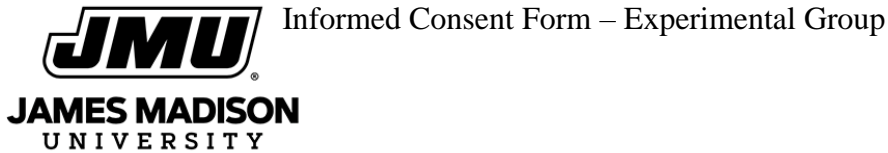
Informed Consent Form – Experimental Group

Consent to Participate in Research

Identification of Investigators & Purpose of Study

You are being asked to participate in a research study conducted by Jay Davis and Dr. Gregg Henriques from James Madison University. This study is investigating whether a general education course on well-being might enhance the healthy mental functioning of students. Our goal is to educate and inform students on issues related to positive psychology, well-being, and healthy psychological development. Our second goal is to explore if this might increase the wellness and resiliency of enrolled students. We will assess the outcome of this course through assessments that will be conducted on the first and last day of class.

Taking these assessments are part of the class and all enrolled students must complete them. However, it is up to every student to decide if they want to participate in the research. If you consent to this research then your data will be used to assess the outcome of the course. If you decline to participate in this research then your data will only be used by you as part of the class. Your decision to participate or not participate will not impact your grade in any way. The researcher/instructor will not be aware of your decision until after final grades have been submitted. All consent forms will be sealed in an enveloped and locked in secure file cabinet in the office of the researcher.

Research Procedures

Should you decide to participate in this study, you will be asked to give consent through this form once all your questions have been answered to your satisfaction. The data for this study will be collected on paper and will consist of four assessments that will be taken on the first and last day of the course. These measures will ask you to provide answers to a series of questions related to well-being (i.e. resiliency, positive and negative emotions, meaning, etc) through likert scale rating responses. In order to maintain anonymity during the course you will use the first three initials of your mothers maiden name and the last 4-digits of your phone number as your username (ex: MOR2513) on the measures. Once final grades have been submitted, the principal investigator will review your consent form, and if permission has been granted, match your username to your measures, and analyze your data. If you do not consent to this research then your measures will be destroyed immediately.

Time Required

This study exists in the context of a course. There are no additional time requirements for the research outside the normal course requirements for individuals who consent to have their data used as part of this study.

Potential Risks & Benefits

The investigator does not perceive any more than minimal risks from your involvement in this study. Potential benefits from participation in this study include helping us learn if a course like this would be valuable to college students, help enhance well-being, and reduce psychological distress.

Confidentiality

The results of this research will be used in the writing and potential publication of a doctoral dissertation; as well as, presented at national psychology conferences. All data and forms will be confidentially obtained and stored. The researchers will know if a participant has submitted pre-post measures (since submission will happen in class), but will not be able to personally identify the measures until final grades have been submitted. All consent forms and measures will be placed in sealed envelopes in a locked file cabinet in the primary investigators locked office. Only aggregate data will be presented. Upon completion of the study, all identifying information will be destroyed. Final aggregate results are available to participants upon request.

Participation & Withdrawal

Your participation is entirely voluntary. You are free to choose not to participate. Should you choose to participate, you can withdraw at any time without consequences of any kind. Again, there is no connection between research participation and grade performance.

Questions about the Study

If you have questions or concerns during the time of your participation in this study, or after its completion or you would like to receive a copy of the final aggregate results of this study, please contact:

Jay Davis, M.A., Ed.S.   Gregg Henriques, Ph.D.
Department of Graduate Psychology   Department of Graduate Psychology
James Madison University   James Madison University
Email Address: davisjc@jmu.edu   Email Address: henriqgx@jmu.edu
                                                                          (540) 568-7857

Questions about Your Rights as a Research Subject

Dr. David Cockley
Chair, Institutional Review Board
James Madison University
(540) 568-2834
cocklede@jmu.edu

Giving of Consent

I have read this consent form and I understand what is being requested of me as a participant in this study.

← By checking the adjacent box, I freely **CONSENT** to participate in this research and **give permission** for my pre and post-test data to be used for this study. The investigator provided me with a paper copy of this form in person. I certify that I am at least 18 years of age.

☐ ← By checking the adjacent box, I **DO NOT CONSENT** to participate in this research and **DO NOT** give permission for my pre and post-test data to be used for this study. The investigator provided me with a paper copy of this form in person. I certify that I am at least 18 years of age.

USERNAME: _____
(The first three initials of your mother's maiden name and the last 4-digits of your phone number) Ex: MOR2513
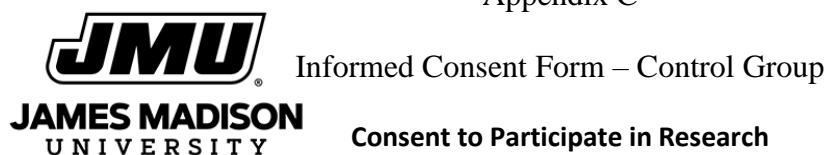
_____

Name of Participant **(Printed)**

_____   _____

Name of Participant **(Signed)**   Date

_____   _____

Name of Researcher (Signed)   Date

Appendix C

Informed Consent Form – Control Group

Consent to Participate in Research

Identification of Investigators & Purpose of Study

You are being asked to participate in a research study conducted by Jay Davis and Dr. Gregg Henriques from James Madison University (IRB # 19-0029). This study is investigating whether a general education course on well-being might enhance the healthy mental functioning of students. Our goal is to educate and inform students on issues related to positive psychology, well-being, and healthy psychological development. Our second goal is to explore if this might increase the wellness and resiliency of enrolled students. We will assess the outcome of this course through assessments that will be conducted on the first and last day of class.

Taking these assessments are voluntary and are not required for your PSYC 220 course. It is up to every student to decide if they want to participate in the research. Your decision to participate or not participate will not impact your grade in any way. The researcher/instructor will not be aware of your decision until after final grades have been submitted. All consent forms will be sealed in an enveloped and locked in secure file cabinet in the office of the researcher.

Research Procedures

Should you decide to participate in this study, you will be asked to give consent through this form once all your questions have been answered to your satisfaction. The data for this study will be collected on paper and will consist of seven assessments that will be taken on the first and last day of the course. These measures will ask you to provide answers to a series of questions related to well-being (i.e. resiliency, positive and negative emotions, meaning, etc) through likert scale rating responses. In order to maintain anonymity during the course you will use the first three initials of your mother's maiden name and the last 4-digits of your phone number as your username (ex: MOR2513) on the measures. Once final grades have been submitted, the principal investigator will review your consent form, and if permission has been granted, match your username to your measures, and analyze your data. If you do not consent to this research, then your measures will be destroyed immediately.

Time Required

Participation in this study will require a total of 60 minutes of your time across the pre and post assessment dates

Potential Risks & Benefits

The investigator does not perceive any more than minimal risks from your involvement in this study. Potential benefits from participation in this study include helping us learn whether a well-being course would be valuable to college students, help enhance well-being, and reduce psychological distress.

Confidentiality

The results of this research will be used in the writing and potential publication of a doctoral dissertation; as well as, presented at national psychology conferences. All data and forms will be

confidentially obtained and stored. The researchers will know if a participant has submitted pre-post measures (since submission will happen in class), but I will not be able to personally identify the measures until final grades have been submitted. All consent forms and measures will be placed in sealed envelopes in a locked file cabinet in the primary investigators locked office. Only aggregate data will be presented. Upon completion of the study, all identifying information will be destroyed. Final aggregate results are available to participants upon request.

Participation & Withdrawal

Your participation is entirely voluntary. You are free to choose not to participate. Should you choose to participate, you can withdraw at any time without consequences of any kind. Again, there is no connection between research participation and grade performance.

Questions about the Study

If you have questions or concerns during the time of your participation in this study, or after its completion or you would like to receive a copy of the final aggregate results of this study, please contact:

Jay Davis, M.A., Ed.S.   Gregg Henriques, Ph.D.
Department of Graduate Psychology   Department of Graduate Psychology
James Madison University   James Madison University
Email Address: davisjc@jmu.edu   Email Address: henriqgx@jmu.edu
                                                                        (540) 568-7857

Questions about Your Rights as a Research Subject
Dr. Taimi Castle
Chair, Institutional Review Board
James Madison University
(540) 568-5929
castletl@jmu.edu

Giving of Consent

I have read this consent form and I understand what is being requested of me as a participant in this study.

☐   ← By checking the adjacent box, I freely **CONSENT** to participate in this research and **give permission** for my pre and post-test data to be used for this study. The investigator provided me with a paper copy of this form in person. I certify that I am at least 18 years of age.

☐   ← By checking the adjacent box, I **DO NOT CONSENT** to participate in this research and **DO NOT** give permission for my pre and post-test data to be used for this study. The investigator provided me with a paper copy of this form in person. I certify that I am at least 18 years of age.

USERNAME: _____
(The first three initials of your mother's maiden name and the last 4-digits of your phone number) Ex: MOR2513

_____
Name of Participant **(Printed)**

_____
Name of Participant **(Signed)**   Date

_____ _____
Name of Researcher (Signed)   Date

Appendix D

Pre and Post-Test Measure Packet

Username:_____

(First three letters of mother's maiden name and last 4 digits of phone number - Ex: MOR2513)

INSTRUCTIONS: Below you will find seven measures regarding well-being. Please read the instructions for each measure and complete each one. There is no right or wrong answer. Thank you for helping to further the field of psychology and well-being!

6 out of the 7 measures included in this packet have been removed from this publication in accordance with copy right laws.

#2 - H10WB

Instructions: Below are a series of ten statements that describe an attribute associated with your life and functioning and then describe the low and high ends of that attribute. Please read each item carefully, and then **circle the appropriate number on the scale** ranging from one to seven indicating where you fall on that attribute. Respond to the item *based on how you have generally felt during the **past month***. There are no right or wrong answers. Answer as honestly as you can.

1. Please rate your **overall satisfaction with your life**. An individual with high life satisfaction feels pleased with most major domains, is at peace with the past, and generally feels fulfilled and content. In contrast, someone with low life satisfaction often wishes things were different, experiences problems in several major areas, and often feels dissatisfied, alienated, or unfulfilled.

Very low in life satisfaction	Low in life satisfaction	Somewhat low in life satisfaction	Neutral or sometimes high and sometimes low in life satisfaction	Somewhat high in life satisfaction	High in life satisfaction	Very high in life satisfaction
1	2	3	4	5	6	7

2. Please rate your sense of **mastery over the environment**, which is the degree to which you feel competent to meet the demands of your situation. Individuals high in environmental mastery feel they have the resources and capacities to cope, adjust and adapt to problems, and are not overwhelmed by stress. Those with a low level of environmental mastery may feel powerless to change aspects of their environment with which they are unsatisfied, feel they lack the resources to cope, and are frequently stressed or overwhelmed.

Very low in environmental mastery	Low in environmental mastery	Somewhat low in environmental mastery	Neutral or sometimes high and sometimes low in environmental mastery	Somewhat high in environmental mastery	High in environmental mastery	Very high in environmental mastery
1	2	3	4	5	6	7

3. Please rate your degree of **emotional health**. Someone who is functioning well in this domain is able to experience the full range of emotions, is comfortable with their feelings, and generally feels more positive as opposed to negative emotions (i.e., more joy and excitement relative to frustration and anxiety). In contrast, someone who is having trouble in this domain has difficulty in effectively connecting with their emotions, often feels overwhelmed or afraid of their emotions, and tends to feel more negative than positive emotions.

Very low in emotional health	Low in emotional health	Somewhat low in emotional health	Neutral or sometimes high and sometimes low in emotional health	Somewhat high in emotional health	High in emotional health	Very high in emotional health
1	2	3	4	5	6	7

4. Please rate the **overall quality of your relationship with others**. An individual with positive relationships feels connected, respected, and well-loved. They can share aspects of themselves, experience intimacy, and usually feel secure in their relations. In contrast, individuals with poor relationships often feel unappreciated, disrespected, unloved, disconnected, hostile, rejected, or misunderstood. They tend to feel insecure and sometimes alone or distant from others.

Very poor relations with others	Poor relations with others	Somewhat poor relations with others	Neutral or sometimes positive and sometimes poor relations with others	Somewhat positive relations with others	Positive relations with others	Very positive relations with others
1	2	3	4	5	6	7

5. Please rate your **sense of autonomy**. Individuals with high levels of autonomy are independent, self-reliant, can think for themselves, do not have a strong need to conform, and don't worry too much about what others think about them. In contrast, individuals low in autonomy feel dependent on others, are constantly worried about the opinions of others, are always looking to others for guidance, and feel strong pressures to conform to others' desires.

Very low in autonomy	Low in autonomy	Somewhat low in autonomy	Neutral or sometimes high and sometimes low in autonomy	Somewhat high in autonomy	High in autonomy	Very high in autonomy
1	2	3	4	5	6	7

6. Please rate your **levels of self-acceptance**, which refers to the degree positive attitudes you have about yourself, your past behaviors and the choices that you have made. Someone with high self-acceptance is pleased with who they are and accepting of multiple aspects of themselves, both good and bad. In contrast, individuals with low self-acceptance are often self-critical, confused about their identity, and wish they were different in many respects.

Very low in self-acceptance	Low in self-acceptance	Somewhat low in self-acceptance	Neutral or sometimes high and sometimes low in self-acceptance	Somewhat high in self-acceptance	High in self-acceptance	Very high in self-acceptance
1	2	3	4	5	6	7

7. Please rate your levels of **satisfaction with your academic functioning**. This refers to how happy you are with your academic performance, what you are learning and your sense that it is preparing you for a fulfilling career. Individuals highly satisfied with their academic functioning are pleased with the grades they get, enjoy the material they are learning and are hopeful about how this is preparing them for future careers they will find fulfilling. In contrast, those dissatisfied with their academic functioning are struggling to get the grades they desire, are frustrated with either what they are learning or their ability to learn the material and are confused, disappointed or anxious about their future career opportunities.

Very low in satisfaction with academic functioning	Low in satisfaction with academic functioning	Somewhat low in satisfaction with academic functioning	Neutral or sometimes high and sometimes low in satisfaction with academic functioning	Somewhat high in satisfaction with academic functioning	High in satisfaction with academic functioning	Very high in satisfaction with academic functioning
1	2	3	4	5	6	7

8. Please rate your levels of **satisfaction with your health and fitness**. This refers to how happy you are with your bodily health and fitness levels. An individual high in health and fitness does not have chronic health problems, is physically fit, and feels comfortable with their bodies and physical functioning. In contrast, a person who is low in health and fitness experiences chronic health problems, does not have healthy eating, sleeping or exercise patterns, or feels deeply dissatisfied with their bodies or physical functioning.

Very low in satisfaction with health and fitness	Low in satisfaction with health and fitness	Somewhat low in satisfaction with health and fitness	Neutral or sometimes high and sometimes low in satisfaction with health and fitness	Somewhat high in satisfaction with health and fitness	High in satisfaction with health and fitness	Very high in satisfaction with health and fitness
1	2	3	4	5	6	7

9. Please rate the level of your **sense of purpose in life**. Individual with a high sense of purpose sees their life has having meaning, they work to make a positive difference in the world, and often feel connected to ideas or social movements larger than themselves. Such individuals have a sense that they know what their life is about. Individuals low in this quality often question if there is a larger purpose, do not feel their life makes sense, and attribute no higher meaning or value to life other than the fulfillment of a series of tasks.

Very low in sense of purpose	Low in sense of purpose	Somewhat low in sense of purpose	Neutral or sometimes high and sometimes low in sense of purpose	Somewhat high in sense of purpose	High in sense of purpose	Very high in sense of purpose
1	2	3	4	5	6	7

10. Please rate your **level of personal growth**. Individuals with high levels of personal growth see themselves as changing in a positive direction, moving toward their potential, becoming more mature, increasing their self-knowledge, and learning new skills. Individuals low in personal growth feel no sense of change or development, often feel bored and uninterested in life, and lack a sense of improvement over time.

Very low in personal growth	Low in personal growth	Somewhat low in personal growth	Neutral or sometimes high and sometimes low in personal growth	Somewhat high in personal growth	High in personal growth	Very high in personal growth
1	2	3	4	5	6	7

Appendix E

Pre- and Post-Test Self Tabulation Sheet

Username:_____

SCORING SHEET

#1 - BRS

Scoring: Add the responses varying from 1-5 for all six items. You should have a score range anywhere from 6 to 30. Divide the total sum by 6.

Q1 _____ + Q2 _____ + Q3 _____ + Q4 _____ + Q5 _____ + Q6 _____ = _____

Final score = _____ (Items sum / 6)

_____

#2 – H10WB

Scoring: To score this measure, simply add up the circled numbers for each item using the template below. Your scores should range anywhere between 7 to 70.

Q1 _____ + Q2 _____ + Q3 _____ + Q4 _____ + Q5 _____ + Q6 _____ + Q7 _____ +

Q8 _____ + Q9 _____ + Q10 _____ = _____

Final score _____

_____

#3 – PANAS

Scoring: To score this measure, add up the numbers you endorsed for each question using the template below.

Positive Affect*:* Q3 _____ + Q5 _____ + Q7 _____ + Q8 _____ + Q9 _____ +

Q10_____ + Q15 _____ + Q16_____ Q17 _____ + Q18 _____ = _____

Negative Affect: Q1 _____ + Q2 _____ + Q4 _____ + Q6 _____ + Q11 _____ + Q12_____

+ Q13 _____ + Q14_____ Q19 _____ + Q20 _____ = _____

Positive Affect final score _____   Negative Affect final score _____

#4 – PERMA

SCORING: Scores are calculated as the average of the items comprising each factor

- Positive Emotions: **(Q5 _____+ Q10 _____ + Q22_____) / 3 =**   _____(P)

- Engagement: **(Q3 _____ + Q11 ____ + Q21 _____) / 3 =**   _____(E)

- Relationships: **(Q6 _____ + Q15 _____ + Q19 _____) / 3 =**   _____(R)

- Meaning: **(Q1 _____ + Q9 _____ + Q17 _____) / 3 =**   _____(M)

- Accomplishment: **(Q2 _____ + Q8 _____ + Q16 _____) / 3 =**   _____ (A)

> Negative Emotion: **(Q7 _____ + Q 14_____ + Q20 _____) / 3 =**   _____

> Health: (**Q4 _____ + Q13 _____ + Q18 _____) / 3 =**   _____

> Loneliness: **Q12** _____

> Happiness: **Q23** _____

 # 5 SWL
Scoring: Simply add up your responses _____

#6 RSE
Scoring = sum the scores for the 10 items → (SA=3   A=2   D=1   SD=0)

Items with an asterisk are <u>reverse</u> scored → (SA=0   A=1   D=2   SD=3)

Total score _____

7# OHQ
Step 1. Items marked (-) are scored in reverse:
If you gave yourself a "1," cross it out and change it to a "6."
Change "2" to a "5"
Change "3" to a "4"
Change "4" to a "3"
Change "5" to a "2"
Change "6" to a "1"
*Step 2. **Add** the numbers for all 29 questions. (Use the converted numbers for the 12 items that are reverse scored.)*
Step 3. Divide by 29.
Happiness score = the total (from step 2) divided by 29 _____

Appendix F

Pre- and PostTest Score Summary

NAME: _____   *keep for your records!*

Measure	Pre – Test Score	Post Test Score
#1 BRS		
#2 H10WB		
#3 PANAS	*Positive Affect:* *Negative Affect*	*Positive Affect:* *Negative Affect*
#4 PERMA	P: E: R: M: A: Negative Emotion: Health: Loneliness: Happiness:	P: E: R: M: A: Negative Emotion: Health: Loneliness: Happiness:
#5 SWLS		
#6 RSE		
#7 OHQ		

Appendix G

Course Syllabus

Psyc 235: The Psychology of Adjustment
Spring 2019
(Miller Hall 2106/Wednesday 4-6:30pm)

"Learning is not a spectator sport. Students…must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves"
(Chickerling & Gamson, 1987; p. 5)

Instructor:	Jay Davis, M.A., Ed.S.
Office:	Johnston 225
Office Hours:	By appointment
Email:	davis6jc@jmu.edu

Required Text
Weekly readings will consist of two to four chapters or articles related to the topic. All readings will be available online through JMU's library or posted on Canvas.

Course Description
Welcome to Psychology of Adjustment! Psyc 235 is a three-credit course designed to focus on the concept of adjustment and well-being through a psychological lens. The main goals of this course are to expose you to the current research in the field and to assist you in thinking critically, analytically and reflectively, both about yourself and about the world around you.

The two and a half hour course will meet once weekly. Class time will be divided into two components. The first component will be didactic and that of a typical discussion-based lecture. In this component we will cover current research on psychological adjustment, positive psychology, and well-being. Particular attention will be paid to the practical application of psychological theories and behavior change techniques to enhance personal awareness and self-development.

The second component, which will consist of approximately one hour, will take the form of small group discussions in which students will have the opportunity to develop, challenge and experience course material in a practical way. Students will be asked to reflect on personal experiences, as they are comfortable. Students will select their small groups on the second day of class and will maintain the group for the rest of the semester. Each week, the students will designate a group leader to help lead their discussions.

In essence, I hope this course will support you in developing insight and awareness into yourself, your body, your mind, your environment, your mental health, and your life.

Course Objectives
Students completing this course should be able to:

1. Learn an integrative framework for conceptualizing adjustment and well being.
2. Learn techniques from some of the leading schools of psychotherapy that can be applied to enhance adjustment and well-being.
3. Develop a greater understanding of one's own interactions of thoughts, feelings and behaviors.
4. Learn ways to apply those techniques to foster your own well-being and adjustment.

Research
Those enrolled in the course will also have the opportunity to be directly involved in psychological research. During the first and last week of the course, instead of a typical class you will be led through pre and post assessments. Completion of these assessments will be crucial for your personal project and your data will be used to track your growth across the semester. However, it is up to you as to whether or not you would like to consent to have your data used for psychological research. If you consent, these assessments will be used collectively as part of the instructor's doctoral research and for evaluation of the course. The James Madison University Institutional Review Board has approved the project and informed consent forms will be provided and discussed the first day of class. While students may withdraw from participating in research at any time, it is important to consider this facet before enrolling as students are expected to enter the class open to participation.

While your participation in research is optional, the completion of all assignments is required. Each assignment has been designed primarily to facilitate the goals of the class and secondarily to be included as anonymous data. Therefore, even if you withdraw from the research you are still expected to complete the assignments.

At the end of each class, students will complete a brief, anonymous engagement screening. This screening will be used to help determine which portions of the course are seen as most engaging, helpful, and relevant towards enhancing well-being. You are also encouraged to include any suggestions, questions, or comments.

POLICIES
Attendance*
Since the class meets only once/week a significant amount of material will be covered on each day. Therefore it is expected that students attend each class. Consider this schedule prior to enrolling in the course and if you know that you will be missing class, consider whether this is the right course for you. That being said, while each student is encouraged to attend every class, if you have to miss a class, you need to notify the instructor in advance.

*Athletes or students who need to miss class frequently for scheduled events (i.e., games, conferences, etc.): you are required to give me a document stating the days you will be missing as well as the reason why by end of the second week of classes (January 19th, 2018). If you miss a class, it is your responsibility to acquire the course notes from a classmate. If you find yourself needing to miss more than two days of class. I strongly encourage you to take this course at another time.

Religious Accommodations
If you anticipate missing a course for religious observation notify me no later than the end of the Drop-Add period the first week of the semester. Due to the weekly nature of the course, one absence will be manageable but more than one absence will present as a problem.

Adding/Dropping the Course
The deadline for adding a spring 2019 semester class through MyMadison without academic unit permission is Tuesday, January 15, 2019. Between Wednesday, January 16, 2011 and Thursday, January 24, 2019, academic unit permission is required to add a class for fall semester 2011. The last day to withdraw from a course and receive a "W" grade is Friday, March 15, 2019. No exceptions will be made to these deadlines.

Participation
Class participation is a crucial component of the course. Students are expected to come to class having read the assigned readings and to contribute their reactions and other thoughts during class discussion. In addition, it is an expectation in this class that students will reflect on their own experiences and be open to hearing others, particularly in the second (small group discussion) component.

As mentioned, it is expected that students participate in both didactic and experiential sections and prior to enrolling in the course students should be aware of the commitment. While it is not mandatory to share personal experiences, it is mandatory to attend the group and be *open* to sharing and respectfully hearing others. That being said, if something changes and a student becomes unwilling to participate, it is the student's responsibility to *immediately* contact the course instructor to discuss the situation and consider alternatives**.**

Students with Disabilities*
If you have a diagnosed disability which will make it difficult for you to carry out the course work as outlined, or which requires accommodations, contact the Office of Disabilities: http://www.jmu.edu/ods/.

Policy on Technology
Research suggests that electronics, including cell phones and computers in class may be more detrimental than helpful to the learning process as it distracts self and others when they are used solely for academic purposes. Research on the effects of digital media multitasking suggests that the use of electronics (i.e., cell phones, laptops, tablets, etc.) increases off-task behaviors, impedes reading comprehension and efficiency, disrupts working memory, and is often associated with a lower grade point average (Rosen, Carrier, & Cheever, 2011; Mendez, 2011; Bowman, Levine, Waite, & Gendron, 2010; Fox, Rosen, & Crawford, 2009; Klingberg, 2009). ***For these reasons, this class has a screen free policy, meaning that electronic devices (cell phones, laptops, tablets, etc.) will not be permitted** (*Exceptions to this policy include Office of Disability Services accommodations or if you are an on-call Emergency Response Worker or parent*). If you have questions or concerns regarding this policy, please reach out to me so we can discuss options to best support you.

In a nutshell, please be respectful and do not use your cell phone during class. We will have a break in the middle of class where you can use your phone. If a student uses a prohibited device

during class then he or she will receive a verbal warning. If this act occurs a second time then the student will be asked to have a meeting with me so we may better understands his/her needs as well as the expectations of my classroom. If prohibited technology use continues to occur after this second meeting, then I reserve the right to assign alternative assignments and/or overall point deductions from the student's final grade at my discretion.

Academic Honesty
Students are expected to abide by the honor code as stated in the student handbook. Cheating and plagiarism by university standards and rules are not permissible and are considered an honor code violation, which will need to be reported and which will result in a failing grade for the assignment and/or the course. The JMU Honor Code is available from the Honor Council Web site: http://www.jmu.edu/honor/code.shtml.

University Closure/Class Cancellation
Occasionally JMU cancels classes due to inclement weather or for other official reasons. You should consult the JMU web site, the JMU radio station, or other local stations for updates on days that there might be a closure. If classes are canceled, class may or may not be rescheduled. I will post an announcement on Canvas and send an email message describing my plans as soon as I am able. In the absence of any specific information, you should plan for the class time to be made up during the official make-up time designated by JMU. If the closure occurs on the day of a scheduled quiz, you should plan for the quiz to be administered during the next class meeting.

Confidentiality and Title IX
Title IX addresses gender discrimination, sexual harassment, and sexual violence as such issues create a hostile educational environment. I am committed to establishing a safe haven and open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, and experiential activities enrich everyone's academic experience. I wanted to let you know, as an educator, that I am mandated by Title IX to report any suspected sexual harassment or sexual assaults of any students. This mandate does not require identification, as I am dedicated to addressing such concerns with sensitivity and consideration for your privacy and well being. I will also take necessary action to respond to any disclosures of dangerousness to self or others. If you want to report an event, please contact James Robinson, Director of the JMU Office of Equal Opportunity at http://www.jmu.edu/oeo/. For more information about Title IX, visit http://knowyourix.org/title-ix/title-ix-in-detail/.

Mental Health Resources
Considering the well-being focus of this course, it is natural that some of our lectures, assignments, or activities may bring up some feelings or thoughts that you would like to process at a deeper level. While I am a trained mental health professional, I am your instructor first. As such, it is inappropriate for me to serve in a dual role and I cannot be your counselor. If you have general mental health questions or would like to talk about mental health resources, I am happy to facilitate that connection. For more information about free, confidential counseling options at JMU visit https://www.jmu.edu/counselingctr/.

MUTUALLY DERIVED EXPECTATIONS

You have rights in this class. My pledge to you:
- Grading: All work will be assessed through reasonable, objective, and clear criteria.

- Respect: All students will be treated with respect. I will be prepared and on-time for every class meeting and scheduled appointment.
- Atmosphere: I strive to create a climate conducive to learning, engagement, and critical thinking, and will incorporate contemporary and relevant examples, videos, and activities to reinforce learning whenever possible.
- Availability: I will be available to respond to questions during office hours and at mutually agreed upon times, and I will respond to emails within 2 business days.
- Professionalism: I will do my best to answer any questions you have, and if I don't know the answer, I'll do my best to work with you so we can find it.
- Humanity: I recognize that mistakes and accidents happen and that you have a life and other responsibilities outside of this class.

I have rights in this class. My expectations of you:
- Preparedness: I expect you to put in the time and energy to master the course material, and to arrive prepared and on-time for class meetings, having completed the assigned work.
- Responsibility: I expect you to track down information you've missed, to adhere to deadlines, and to check your email at least once every 24 hours.
- Respect: I expect you to adhere the policies of the course and of JMU. I expect that you will conduct yourself in a professional manner, particularly in your communication with others.
- Academic Integrity: I expect you to abide by the JMU honor code, not plagiarize, and to cite your sources.
- Self-Advocacy: I expect that you will seek out assistance when you need it, and that you ensure that your questions are sufficiently.
- Humanity: I expect that you will recognize that I too am a human with a life and other responsibilities outside of this classroom.

Methods of Evaluation

Late Assignments: You are allowed _one freebie_ late assignment. This freebie CANNOT be used for Part 3 or Part 4 of your Smartphone Wellness Project or when submitting your completed Well-Being Portfolio. You have three days after the original due date to turn in the late assignment. If it is not turned in by that time then you will receive a zero.

Note: _All written assignments are expected to be double spaced, 1 inch margins, 12-point Times New Roman font and include your name, the course number, and the title of the assignment._

Class participation (20%). For the lecture-didactic component, you are expected to have read and thought about the assignments before class so you can actively engage in conversation. I will provide you written feedback at the middle of the semester if I have concerns regarding your participation.

For the experiential /discussion component of the course, you are expected to be _open_ to participating and you are _encouraged_ to participate, as you feel comfortable. That being said, you will not be graded on the degree to which you participate. You instead will be graded on your presence (i.e., attendance) and openness (i.e., your willingness to participate and your openness to what your classmates share). Your small group peers will provide anonymous

evaluations of your presence and openness at the middle and end of the semester. Please let me know if you have any concerns or questions about this process.

> **Small group leader**. Each week your small group will have a designated group leader to help facilitate conversation. The group leader schedule will be determined during the second class and can be decided within your groups.

You will receive an <u>overall participation </u>grade. You will graded upon your presence (attendance), openness, and engagement in the course lecture, discussions, and activities.

Personal Project: Well-Being Portfolio (30%). A key element to this course is the self-reflective examination of your own adjustment and well-being and the development of a "personal project" that will be undertaken with the goal of improving some aspect of your life. This project, which will be discussed in detail during the first class, will take the format of a portfolio and will include: pre and post test score sheet of your own well-being and the documentation and reflection (journaling) of empirically-supported self-interventions (well-works, described below).

> **Well-work (included in the Personal Project).** Related to each week's topic you will be assigned or asked to choose one empirically-supported self-intervention to complete during the week. Specific interventions will be discussed in detail during class. These assignments will not be academic in nature but will rather target an aspect of your own well-being and adjustment (for example, increased exercising or writing a gratitude letter).

> **Journals (included in the Personal Project).** In addition to completing the self-intervention (well-works) you will be asked to document and reflect (journal) on the task.

> - Journals are DUE by the day of class by 12pm.

> *The completion of well-works and journals will be <u>mandatory</u> for successful completion of the personal project. You will be graded in terms of completion of these assignments and the thoroughness of your completion (e.g. did you slap this together last minute and it is riddled with typos or did you put genuine time, effort, care, and thought into this process). I promise I will NOT share your journal entries with anyone.*

Your completed portfolio will be turned in during finals week in the form of a BINDER with SECTIONS/DIVIDERS and will include printed out copies of your journals, well-work activities, pre-post test scores, and final reflection paper. Please see canvas for more details.

Smartphone Wellness Project (30%)*. For this project, you will take a closer look at psychological well-being and healthy functioning, and healthy habits through the lens of smartphone and social media usage. This project contains 4 parts and will require you to engage with this topic from reflective, applied, and research perspectives.
> - Part 1: Reflecting on Smartphone and Social Media Use
> - Part 2: Track Smart Phone Usage
> - Part 3: Smartphone and Social Media Detox

- Part 4: Research and Review

Each of these parts has designated due dates across the semester. Beyond that, you have a lot of autonomy and freedom regarding when you would like to begin and complete the different parts of this project. Just make sure to maintain the instructions for each part. Please see these assignments on canvas for more information.

- Each of these parts are due the day BEFORE CLASS BY MIDNIGHT

* Please let me know if you have significant concerns about this project. I'm happy to meet with you and discuss an alternative assignment.

Quizzes (20% - Best 3 out of 4). Every few weeks, you will receive a problem set that is to be used as a study guide. These quizzes are to ensure that you are reading the material and have digested the main points. You do not have to hand in the answers to the problem set. However, in the week after each problem set is handed out, there will be a 15-minute in-class quiz. The format for these quizzes may include multiple choice, fill-in-the-blank, short answer, or true/false. The quiz will be taken directly from the questions on the problem set. It is therefore to your advantage to look over and answer all of the questions on the problem set before the quiz. The goal of these quizzes is to help you better learn the material, but it also has a consequence of helping you to improve your grade. There will be four quizzes in total, but only your best three quiz grades will count towards your final grade. Even if you have a Dean's Excuse, there are NO MAKE-UP QUIZZES (since there is no fair way to give a make-up quiz using a different question). If you miss a quiz for any reason, that quiz will need to be one you drop.

Grading Scale

920– 1000	92-100% **A**
900 – 919	90-91% **A-**
870 – 899	87-89% **B+**
820 – 869	82-86% **B**
800 – 819	80-81% **B-**
770 – 799	77-79% **C+**
720 – 769	72-76% **C**
700 – 719	70-71% **C-**
600 – 699	60-69% **D**
0 – 599	0-59-%

Appendix H

Course Schedule

Date	Week & Topic	Readings (to be read *prior* to class on date listed; designed to be read in the order listed)	ASSIGNMENTS Journals = Due day of next class before noon SWP = due day before next class by midnight
1/9	**Week 1: Introduction *PRE TEST**	No readings	Journal and Well-Work #1
1/16	**Week 2: Life Satisfaction**	- HPP: CH5: Subjective Well-Being: The Science of Happiness and Life Satisfaction (p.63-70) - Kurtz & Lyubomirsky (2008) – Toward a Durable Happiness - World Happiness Report 2018 - Flourishing – Well-Being Theory	Journal and Well-Work #2
1/23	**Week 3: Interests, Engagement, and Improvement in Life**	- HPP: CH7: The Concept of Flow (p. 89-102) - Csikszentmihalyi (1999) – If we are so rich, why aren't we happy? - Lyubomirsky – Increasing Flow	Journal and Well-Work #3
1/30	**Week 4: Emotions**	- Fredrickson (2004) – The broaden-and-build theory of positive emotions - Understanding your Emotions and How to Process them - Finding Your Emotional Sweet Spot - What Causes Anxiety	Journal and Well-Work #4 SWP: Part 1 Due – 1/29 before midnight
2/6	**Week 5: Emotional Regulation**	- Gross- Emotion Regulation in Adulthood - Kurtz – Savoring: A positive emotion Amplifier - 9 Essential Qualities of Mindfulness - On Developing a CALM MO	Journal and Well-Work #5 Quiz #1
2/13	**Week 6: Coping, Defensiveness, and Resiliency**	- Southwick & Charney: Ch.1: Resiliency - Ch.10 : Cognitive and Emotional Flexibility - The Essential Guide to Defense Mechanisms	Journal and Well-Work #6
2/20	**Week 7: Stressors and Affordances**	- Why Zebra's Don't Get Ulcers - How to Deal with Stress – Blog - Southwick & Charney: Optimism	Journal and Well-Work #7

| SNOW DAY			SWP: Part Two Due – 2/19 before midnight
2/27	**Week 8: Meaning and Purpose in Life**	- Man's Search for Meaning blog - Ch:44 The Pursuit of Meaningfulness in Life - Religion and well-being article - COMPLETE Meaning Questionnaire	Journal and Well-Work #8 Quiz #2
SPRING BREAK			
3/13	**Week 9: Meaning and Purpose → Retrospective Generativity**	- HPP: CH43: Positive Responses to Loss: Perceiving Benefits and Growth - Top 5 Regrets of the Dying - WATCH: Randy Pausch – The Last Lecture	Journal and Well-Work #9 Well-Being Portfolio Check -*Bring portfolio binder to class - Small Group Participation Midterm Evals
3/20	**Week 10: Relationships**	- People Like you More Than you Know - Minimal Social Interactions Lead to Belonging and Positive Affect - PODCAST: The Hidden Brain – "Just Sex"	Journal and Well-Work #10 SWP: Part Three - Due 3/19 before midnight
3/27	**Week 11: Health and Fitness Habits**	- The Nature Principle – "Vitamin 'N'" - Happier People Live more Active Lives - Why You Should Sleep Your Way to the Top – Interview with Dr. Matt Walker - Power 9 – Blue Zones Complete Blue Zones True Vitality Test – Longevity	Journal and Well-Work # 11 Quiz # 3
4/3	**Week 12: Trajectory**	- Chapter 3 – Face Your Fears (Southwick & Charney) - The Independent Effects of Goal Contents and Motives on Well-Being - Committing to Your Goals (Lyubomirsky)	Journal and Well-Work #12
4/10	**Week 13: Narrative Identity**	- HPP: CH41: Sharing One's Story - Narrative Identity (McAdams & McLean) - How Shall I Live? Constructing a Life Story In the College Years (McAdams)	Journal and Well-Work # 13 Concept Map Notes SWP: Part 4- Due 4/9 before midnight

4/17	**Week 14: Putting it all together**	- No reading - Come prepared to discuss key themes and take home points from each well-being domain we have covered - Will create a concept map in class	Journal and Well-Work #14 Quiz # 4
The week of 4/29	**FINALS**	FINAL PAPER DUE – Paper Copy & Submitted on Canvas Pick up WBP in my office as you turn in your paper ☺	
4/24	**Week 15: Evaluations**	No reading - Come to class prepared to complete post test, group participation, and evaluations - turn in WBP - Remainder of class study hall for final paper	TURN IN WELL-BEING PORTFOLIO

Appendix I

Anonymous Group Participation Rating Form

Group Number _____

INSTRUCTIONS: Please rate your two group members on their degree of participation in your small group on a scale from 1-5 points. Your final group participation score will be the average of the two scores you receive.
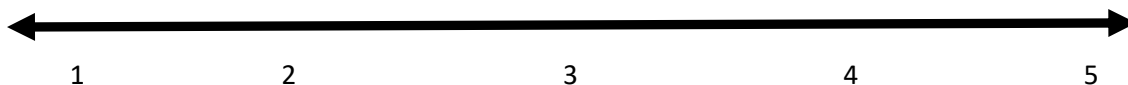
| 1 | 2 | 3 | 4 | 5 |

| Does not participate and is not engaged | | Does not participate but is engaged (i.e., actively listening but not sharing) | | Appropriate participation and engagement (i.e., takes turns sharing and listening). |

1) Name of Team Member: _____
Participation Rating (1-5): _____
Comments:

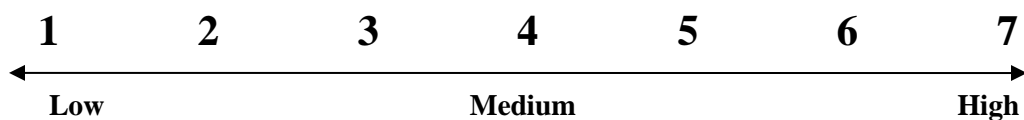2) Name of Team Member: _____
Participation Rating (1-5): _____
Comments:

Appendix J

Anonymous Engagement Screening

Date _____   **Week #** _____   **Course Topic** _____

1) How engaging was the *course topic* today?

1	2	3	4	5	6	7

Low   **Medium**   **High**

2) How engaging was the *lecture* today?
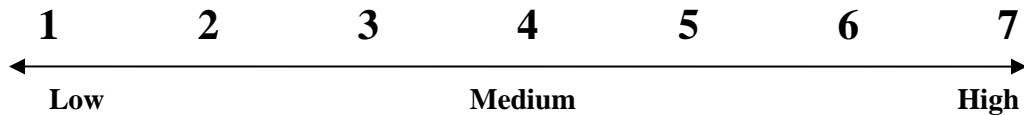
1	2	3	4	5	6	7

Low   **Medium**   **High**

3) How *relevant* was the course topic today to you?

1	2	3	4	5	6	7

Low   **Medium**   **High**

4) How helpful was the course topic today to you?

1	2	3	4	5	6	7

Low   **Medium**   **High**
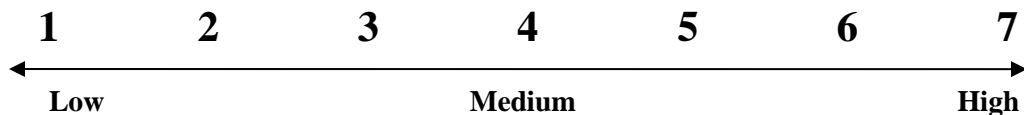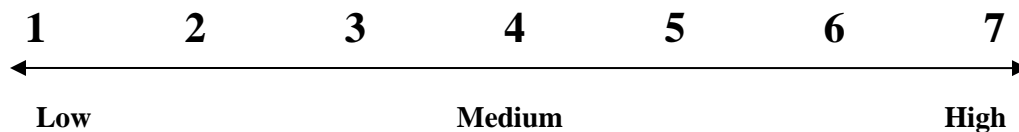
Questions? Comments? Suggestions?:

Appendix K

Well-Being Portfolio Assignment Schedule

Date	Week & Topic	Well-Being Portfolio (WBP) (Journals and Well-Works are to be completed *after* the class assigned and are due before noon the day of class) * UPLOAD journals to canvas AND print a copy for your WBP * Print out designated Well-Works for WBP
1/9	Week 1: Introduction	1. **Well-Work**: Complete the VIA Signature Strengths test at www.authentichappiness.org a. You will need to register and get a password, but if you are concerned about privacy, give bogus information on the registration form. However, you want to indicate you are a college student, give correct age and sex and area code to get accurate normative comparisons for tests results. b. *Print your results and add it to your Well-Being Portfolio (WBP)* c. We will be discussing your top strengths in class. Copy down or print out your top five strengths and come prepared to talk about one of your signature strengths and a time when you capitalized on it 2. **Journal**: Do you want to be happier? If so, what would make you happier? Be as specific as possible. What do feel is keeping you from being your happiest self? What are you willing to do to make yourself happier? Are you willing to take time each day to make yourself happier? Why or Why not? What might derail your attempts to increase your happiness? Do you think everyone should be striving to be happier? Why or why not? a. *Upload journal entry to canvas* b. *Print journal entry for WBP*

1/16	**Week 2:**
	 Life Satisfaction
		1. **Well-Work**: Use your top signature strength in new way each day this week132
		    a. Use the *VIA Character Strength website* to learn more about your top strength. (Go to the "Character Strength" tab)
		    b. Use the VIA website and "Use Your Strengths" pdf to brainstorm ideas of new ways to use your strength this week.
		    c. Fill out the "New Uses of My First Signature Strength" record form. Write down the feeling you had after using your strength each day. If you encounter obstacles using your new strength don't give up… try another one! Each day make sure you try!
		    d. *Print out your completed record form and add it to your Well-Being Portfolio*
		
		 2. **Journal**: How well were you able to use your signature strength in a new way?
		    a. How did your plan match to what you were able to do? Did you have any difficulties that made it hard to use your strength? How did you problem solve? What accommodations did you make?
		    b. Talk about two examples of new ways you used your signature strength during the week and reflect on your feelings related to the strength.
		    c. Choose two of your other strengths and reflect on how you already use them in your daily life.
		    d. *Upload journal entry to canvas*
		    e. *Print journal entry for WBP*

1/23	**Week 3:**
	 Interests,
	 Engagement,
	 and
	 Improvement in
	 Life
		1) **Well-Work**: Incorporate flow into your daily routine. Think of an activity that you consider low-skill and low-challenge. How can you make this into a flow experience? During this week, experiment each day with trying to turn this activity into flow experience. You may use the recommendations from Lyubomirsky (2007) and adapt it to your everyday life
		    a) Control Attention
		    b) Adopt new values
		    c) Learn what flows
		    d) Transform routine tasks
		    e) Flow in conversation
		    f) Smart leisure
		    g) Smart work
		    h) Strive for superflow
		
		 2) **Journal**: What activity did you choose to turn into a flow activity? How often do you engage in this activity?
		    a) What were the qualities of this situation that make it a non-flow experience for you?
		    b) What strategies did you use to turn this activity into a flow experience? In other words, how did you make the activity challenging or engaging?
		    c) Describe your flow experience.
		    d) How did you after completing your flow experiment?
		    e) Did this flow experiment produce the benefit discussed in class? If yes, why? If no, why not?

		f) How could you use Lyubomirsky's techniques in other non-flow activities in your life? *Upload journal entry to canvas* *Print journal entry for WBP*
1/30	**Week 4: Emotions**	1) **Well-Work:** This week, we learned how valuable it is to be attuned to our emotions. Your challenge this week has two parts: A) Practice tuning into your emotions by asking yourself <u>for at least 5 days</u> in a row, "How are you … really?" a. Use the emotion chart to select three emotions for each day b. Complete the emotion chart log and include it in your WBP i. Log Day, Time Logged, and Three Emotions *Print out your completed log and add it to your Well-Being Portfolio* B) Try asking three different people, "How are you… really?" Reflect upon these experiences in your journal 2) **Journal:** Review your Emotion Log and think about How are you … Really interactions. - What was it like for you to practice noticing your emotions? - After reviewing your log, what patterns did you notice regarding your emotions? (Ex: frequency of particular emotion, impact of time of day?) - If we view emotions as important signals and signs regarding whether your needs are being met – what might some of your emotions be trying to tell you? - How did you select your three people? (In other words, what made you choose those individuals? Were they strangers, friends, or acquaintances?) - What was it like for you to ask that question? (Scary, fun, exciting, etc). - How did folks respond? - You likely will have to answer, "How are you?" many times after this exercise. Given what you have learned and practiced, how might you approach this question now? *Upload journal entry to canvas* *Print journal entry for WBP*
2/6	**Week 5: Emotion Regulation**	**1. Well-Work:** This week, we have learn different strategies to help with emotional regulation. For this week you are asked to **practice at least one of these strategies for at least 10 minutes a day across 5 days**. You are welcome to utilize a combination of these strategies over the 5 days or focus on just one strategy. <u>You will reflect upon your experience with these practices for your journal </u>assignment. - Practice Mindful Breathing - Practice Mindful Meditation - Practice Savoring - Practice utilizing a C.A.L.M. MO approach Remember the core focus of these practices are awareness, acceptance, and non-judgement and being open to growth. The point is NOT to achieve some specific result. So be kind to yourself in this process ☺.

		2. Journal: • Think about what we have learned about emotional regulation and the emotional sweet spot – Where do you tend to fall? Under? Over? Or bouncing between the two poles? • What do you think has influence the development of your emotional regulation style? (ex: My mom tends to be under regulated – I grew up seeing her under regulated behavior and consciously or unconsciously went in the opposite direction. I tended to be more over-regulated growing up. True story!) • What practice(s) did you use for your well-work and why? • When and where did you practice these strategies? • Before you engaged in these practices, what were your perceptions of these strategies? (e.g. "I thought mindfulness was something that only hippies do!") • How did you feel generally before and after each practice? • Given the experiences you have had this week, does it make sense that the cultivation of mindfulness can enhance well-being. Why or why not? *Upload journal entry to canvas* *Print journal entry for WBP*

2/13	**Week 6:**
	Coping,
	Defensiveness,
	and Resiliency
		1. Well-Work: This week, we learned how our automatic thoughts and rigid beliefs can get us stuck and how resilient individuals tend to engage in cognitive flexibility. Accordingly, your task this week is **to practice identifying and challenging your automatic thoughts and cognitive distortions with healthier, adaptive thoughts**. You are to engage in this practice for **5 out of 7 days**. You will reflect upon this process for your journal.
		    a. Take some time each day to reflect upon a thought that is bothering you
		    b. Use the "Unhelpful Thinking Styles" handout to help identify the cognitive distortion(s) associated with that thought
		    c. Use the "10 Ways to Untwist your Thinking" handout to help you identify healthier ways to approach distortion.
		    d. Use the "Reappraisal Worksheet" to transform your maladaptive thought into a healthier, adaptive thought.
		Print out your completed worksheet and add it to your Well-Being Portfolio
		
		2. Journal: Reflect upon your reappraisal task this week and respond to the following questions.
		• Do you see yourself as a cognitively flexible person? Why or why not?
		• How was it engage in the process of cognitive reappraisal this week? (e.g. Challenging? Fun?, Intriguing? etc.)
		• What cognitive distortions did you tend to engage in the most?
		• What underlying maladaptive beliefs may be supporting those distortions? (e.g. need to be liked by everyone, need to be perfect, etc.)
		• What did you notice about yourself after you completed the reappraisal process? (e.g. felt a bit better, found another thought popped up to challenge my healthy thought, etc)
		• Given what you practiced this week, does it make sense that resiliency is connected to cognitive flexibility? Why or why not?
		• How do you plan to engage in cognitive flexibility in the future?
		    a. *Upload journal entry to canvas*

		b. Print journal entry for WBP

2/20	**Week 7: Stressors and Affordances**	**1. Well-Work**: This week, we learned about the importance of realistic optimism for not just stress management but for our future. This week, your task is to explore where you fall on the pessimist-optimist spectrum, complete a "best self" visualization activity, and journal about your experience.
		
		    A) READ: Realistic Optimism Blog
		       READ: A Simple Exercise to Boost Optimism Blog
		
		    B) Visualize your "best self": Sit in a quiet place and take 20-30 minutes to think about what you want your life to be like in 1, 5, or 10 years from now. Visualize a future for yourself in which everything has turned out the way you've wanted. You have tried your best, worked hard, and achieved all your goals.
		
		2. Journal:
		- Where do you fall on the pessimistic – optimistic spectrum? What do you think influenced the development of this frame of mind for you?
		- What did your visualized "best self" look like? What did you imagine? Paint me a picture of your best self with words!
		- Reflect upon your visualized best self with a realistic optimistic fame.
		    o Does this best self-seem possible? Why or why not?
		    o Using a realistic optimistic frame, what would you need to do, change, and/or consider to help you move towards your best self. *(See Ten Tips for Building Realistic Optimism Handout for help)*
		    o What affordances (resources and opportunities) could you move towards to help encourage your best self?
		- What are reactions to the visualization and realistic optimistic activity? (e.g., This was challenging, fun, intriguing, etc.)
		
		Upload journal entry to canvas
		Print journal entry for WBP

2/27	**Week 8: Meaning, Purpose, and Religion**	• **Well-Work**: This week, learned how important meaning and purpose is for our well-being. We also learned that there are a variety of sources that spark meaning and purpose, with some being more common than others. This week, your task is to continue the work of Dr. Steger and to **"take photos of the things that make your life feel meaningful"** • Take photos of the things that make your life feel meaningful (*see Baumeister's and Steger's sources in PPT for help!*) • Complete the "My Meaning in Photos" worksheet. You will transfer your photos to the worksheet, describe the pictures and what it means to you and how it relates to your meaning and purpose. You will rank order the photos. *Upload worksheet to canvas* *Print out your completed worksheet and add it to your WBP* 2) **Journal:**

		• What do you think is the meaning of life? *(No set answer! Just looking for your perspective)*. • Consider your perspective on the meaning of life. Think of examples of this perspective in your own life. Perhaps a family expression, interaction with a peer, song lyric, prayer, and/or mantra. How does this example underscore your perspective on the meaning of life? • Do you feel as if you have a purpose in your life? If so, what is that purpose? If you feel like you do not have a purpose or are in the process of discovering a purpose, what steps could you take to gain greater clarity into your purpose? • Do you consider yourself religious and/or spiritual? How is your meaning and well-being impacted by religion and/or spirituality? • Reflect on your Well-Work experience. How did you decide what to photograph? What helped you to decide how to rank order your photos? • What was your top ranked photo? What does this photo say about your sense of meaning? *Upload journal entry to canvas* *Print journal entry for WBP*
	SPRING BREAK	

3/13	**Week 9: Meaning and Purpose → Retrospective Generativity**	1. **Well-Work:** Select a close family member, friend, or mentor to interview regarding the *Top 5 Regrets of the Dying*. Please select someone who is at least 20 years older than you.
		 a. Start off your interview by sharing the *Top 5 Regrets of the Dying* with your interviewee then ask them to respond to the questions below. Take notes (hand written or typed is fine) as your interviewee answers these questions
		 b. Questions to ask your interviewee:
		  1. What are your reactions to these regrets? (i.e. Do you agree or disagree? Are you surprised by any of them?) Please address each regret.
		  2. Why do you think these regrets are so common? (No right or wrong answer I just want to see how you make sense of these regrets) Please address each regret.
		  3. Which of these regrets do you identify with the most?
		  4. If you could add a 6th regret what would you add and why?
		  5. What do you think these regrets suggest regarding the "meaning of life"?
		  6. What do you think these regrets suggest regarding how to live a meaningful, purposeful, and well life?
		  7. Do you have any suggestions, advice, or wisdom for me to help me foster a more meaningful, purposeful, and well life?
		 c. *Print out interview notes and add to WBP*
		
		2. Journal:
		• Who was your interviewee? What lead you to select him or her? How did you conduct the interview (i.e. in person, phone call, face-time, skype)?
		• Reflect upon your interviewee's reactions to these regrets. Try to summarize his/her overall reactions. What stands out to you? What are his/her take home points regarding meaning and how to live a meaningful life?
		• Reflect on your overall experience with this interview. What was it like to conduct this interview? (e.g. your feelings, thoughts, hopes, concerns, etc.)

		• Do you identify with any of these regrets? If so, which one and why?
		• If you could add your own 6th regret what would you add and why?
		• How has this interview influenced your understanding of "The meaning of life and meaning-making within your own life?
		• Are there any changes you would like to make in your life, to enhance your well-being, as a result of this interview? If yes, what? If no, how come?
		   o *Upload journal entry to canvas*
		   o *Print journal entry for WBP*

3/20	**Week 10:**
	Relationships
		1) **Well Work:** Please select from option A or option B for this week's Well-Work.
		   A) *Talk with Strangers*: Over the course of THREE consecutive days, converse with strangers as if they were "weak ties". In other words, approach these strangers (e.g. baristas, bus drivers, d-hall card swipers, fellow student at a bus stop, etc.) as acquaintances you know rather than a stranger. Remember that these so-called strangers are your fellow humans that want the same thing you do: love, connection, and to be known and valued. And remember that people like you more than you think. Engage in brief conversations with them. Ask them how they are doing, comment on the weather, commiserate about the long wait times at Starbucks, etc. In essence, lean into a brief conversation with them. Try to have at least two interactions each day over the course of the three days.
		
		   B) *Letter of Forgiveness*: You may write a letter of forgiveness to yourself, to another person, or in to a situation or circumstance that has harmed you (e.g. divorce, break up, not getting into the school you wanted etc.). Regardless of which forgiveness focus you choose, take some time to sit by yourself and reflect upon the feelings, thoughts, and events that lead to up to the transgression(s) and make sure to incorporate, "I'm sorry."
		   ➔ If writing a letter to yourself: Write using in the second person, "You". Example: "I'm sorry I was so critical of you and made you think you had to be perfect. I'm sorry I wronged you." In your letter, describe a) how you have hurt yourself, b)how this makes you feel, c)what you have learned through this process, d) the basis for your forgiveness (i.e. how and why you are able to forgive yourself), and e) your hopes for the future as a result of this forgiveness.
		   ➔ If you are writing to someone else or a situation, describe the a) transgression, b) how it made you feel, what you have learned as a result, d) the basis for your forgiveness (i.e., how and why are you able to forgive this person), and e) your hopes for the future as a result of this forgiveness
		* While this assignment is mandatory sharing it is optional. I recognize that some of letters might hold sensitive information that you may not want me to read it. So! If you prefer to keep your writings private, when you include it in your portfolio please staple the entry together with a blank sheet on top stating that you wish for this to not be read. I will quickly look under the paper just to see that you've completed the assignment but will not read any further!
		
		2) **Journal:**
		   A) *Talk With Strangers*: What inspired you to choose the Talking task? What were your expectations going into this task? (i.e. I thought this was going to be awful!)

<table>
<tr><td></td><td></td><td>Provide an example of one of your interactions and make sure to include how you felt before and after the interaction. Reflect upon all your interactions across the three days. How did your overall experience match and/or conflict with your expectations? How has this task impacted your understanding of relationships and vulnerability?

B) *Forgiveness:* What inspired you to choose the forgiveness task? What does forgiveness mean to you? What is your relationship with forgiveness like? (i.e. It's hard for me to forgive – I tend to hold grudges, etc…) What was the general focus of your forgiveness letter - you, someone else, or a situation? (I don't need all the details unless you want to share. Just looking for a broad picture). What effect did writing this letter have on your feelings towards yourself, the person, or situation? How was it to write this letter? – easy, hard, cathartic? How has this task impacted your understanding of relationships and vulnerability?
    o *Upload journal entry to canvas*
    o *Print journal entry for WBP*
    o *(If you completed Forgiveness letter, include letter in WBP)*</td></tr>
<tr><td>3/27</td><td>**Week 11: Health and Fitness Habits**</td><td>1) **Well-Work**: This week you are to practice **ONE** of the following habit options for at least **FIVE DAYS** this week. You will then use your journal to reflect upon your well-work experience.

Option 1: **Start moving**! Engage in at least 30 minutes of physical exercise a day. You may choose to the level of intensity for your exercise. Exercises may include, walking, jogging, swimming, fitness classes at UREC, weight training, yoga, or playing a sport (i.e. basketball, soccer, rugby etc).

Option 2: Go to bed! Work on developing your sleep hygiene habits. Sleep hygiene habits include: getting at least 7-8 hours of sleeping, having a consistent sleep schedule (going to bed and waking up at the same time), going to bed earlier and waking up earlier (i.e. go to bed before midnight!), setting a relaxing bedtime routine, and avoiding screens, caffeine, and alcohol before bed.

Option 3: Get some Vitamin – N! Spend at least 30 minutes outside in nature. Your 30 minutes in nature must be intentional and not just a collection of the time it takes you to commute to your class. Nature time may include any combination of nature related activities such as: gardening, going for a 30 minute walk around campus, laying out on the quad and soaking up some vitamin – D, hiking, going to the park, going on a nature scavenger hunt, or walking around downtown and noticing how nature exists even in cities!

Option 4: Practice Gratitude!
  ➔ Write down at least 5 gratitude statements each day. Gratitude statements can variety in domain and could include writing down: good things that happened that day that you are grateful for , things/people/experiences you are grateful for, aspects of your life that you take for granted and are grateful for, and bad experiences that didn't happen that you are grateful for (ex "I'm grateful I didn't get into a car accident yesterday").</td></tr>
</table>

| | | ➔ Write a letter of gratitude* to someone who has provided you with significant support, encouragement, insight, or help. In your letter describe a) what the person did for you, b) why you are grateful to them, and c) the effect his or her help had on your life.
Note: You do not have to give your gratitude letter to the person…but you feel up for it – go for it!
* I recognize that this letter might hold sensitive information that you may not want me to read. So! If you prefer to keep your letter private while submitting your WBP, please staple the letter together with a blank sheet on top stating that you wish for this to not be read I will quickly look under the paper just to see that you've completed the assignment but will not read any further!

Option 5: Power 9 habits! Review the Ted Talk on Blue Zone Power 9 habits and corresponding handout you read for class. Choose either the 80% rule, plant slant, or down shift habit to focus on for this week.

• **Journal:** Which option did you choose? Why did you choose this option? What was your habit (sleep, nature, exercise, eating, etc) like BEFORE engaging in this practice? What specifically did you do over the course of 5 days to engage in this habit (ex: ran 5x a week, went to bed at 10pm, etc)? How did you feel AFTER completing this habit change – think about how you were impacted from a bio-psycho-socio-emotional standpoint - better, worse, the same)? How was changing this habit (easy, hard, etc.)? Reflect upon your Blue Zone Vitality score. How might this habit change impact your longevity? Do you plan to keep this habit up? If so, what strategies do you have in mind to help you incorporated this habit into your daily practice?

a. Upload journal entry to canvas
b. Print journal entry for WBP |
| 4/3 | **Week 12: Trajectory** | **1) Well-Work:** This week you are charged with completing one of the well-work options below:

A) <u>Committed Goal Pursuit:</u>
1. Complete the Committed Goal Pursuit Worksheet
2. Complete at least TWO of your Baby Steps (if you can do more do more!)
3. Reflect upon experience in your journal
4. Add worksheet to WBP

B) <u>Face Your Fears</u>
1. Complete Face Your Fears Worksheet
2. Push yourself outside of your comfort zone by completing as many baby steps as you can
3. Reflect upon experience in your journal
4. Add worksheet to WBP

2) Journal:
• Which well-work option did you choose and why? |

		• What was it like to complete the worksheet? (Easy, hard, helpful?)
		• Describe either the goal or the fear situation you focused on for this week.
		    o If you chose the goal task: What themes did you notice about your goal? Was it intrinsic or extrinsic? Active or circumstance? Was it a wise goal? Did you need to edit/adapt it?
		    o If you chose the fear task: What influenced the development of this fear for you? What coping strategies did you come up with to help you move towards the fear?
		• What specific baby steps did you complete this week?
		• Describe the experience of stepping outside of your comfort zone or pursuing your goals. What specifically did you do to complete these baby steps?
		• Both tasks required you to "dare greatly", think flexibly, and push yourself to reach towards a goal or move through a fear. What was it like to "dare greatly?" (i.e. scary, exhilarating, surprisingly fun, etc.)
		• Given your experience, how do you plan to pursue your goals or things that frighten you in the future? What advice would you offer to someone who wants to approach their goals or something that frightens them?

4/10	**Week 13: Narrative Identity**	1) **Well-Work:** You will write a **brief life story**. Dan McAdams' life story interview is a qualitative methodology that requires participants to extensively reflect on their lives, focusing on high points, low points, and turning points. See specific interview questions at: http://www.sesp.northwestern.edu/foley/instruments/interview/ (You will not focus on ALL of these components!) I recommend you start authoring your story with some unstructured outlining and free writing, where you get your thoughts out and aren't worried so much about your writing. Reminder, there is really no right or wrong in your life story. But I do want to see that you covered the components below. **Your story likely will span 4-8 pages (double spaced) if not more.** Your life story should be more casual and conversational than, say, a research methods paper. But still needs proof reading! You might also want to read your writing out loud to yourself to check for anything awkward-sounding. If you would never say that out loud, chances are, you shouldn't say it in your paper! **Your life story should consist of the following components:** • Focus on creating **chapters**. These may include childhood, adolescence, young adulthood. Or, living in California, then living in Michigan, then living in Virginia – something will jump out at you. You don't need to start at infancy; it would make more sense to start when you have memories you can write about. • Identify at least one **high point**, **low point,** and **turning point** in your life (not one per chapter). You do not need to share all the details in the paper (your notes may be quite lengthy!), but do identify these components. Of course, only share what you feel comfortable sharing. Note that a turning point can also double as a high or low point. This is often the case.

		• From the life story interview: Please describe what you see to be the **next chapter** in your life. What is going to come next in your life story?
		
		• From the life story interview: Looking back over your entire life story with all its chapters, scenes, and challenges, and extending back into the past and ahead into the future, do you discern a **central theme, message, or idea** that runs throughout the story? What is the major theme in your life story? Please explain.
		
		     o *Print life story for WBP **
		
		*I recognize that your story might hold sensitive information that you may not want me to read. So! If you prefer to keep your story details private while submitting your WBP, please staple the story together with a blank sheet on top stating that you wish for this to not be read I will quickly look under the paper just to see that you've completed the assignment but will not read any further!
		
		2.) Journal: Please <u>briefly summarize and reflect</u> upon the core components of your life story.
		• What were your chapters? What influenced how you chose your chapters?
		• What were your high point, low point? and turning point? What influenced how you chose these points?
		• What is your vision for your next chapter?
		• What was the major theme in your life story?
		• Reflect upon McAdams' Life Story constructs and themes (e.g. agency, redemption, communion, contamination, meaning making, exploratory narrative processing, and coherent positive resolution) and concept of post traumatic growth through the "transformed self." Which of these constructs, concepts, and themes came forward in your story?
		• How did you feel before, during and after writing your life story? How were you changed by this experience?
		
		     o *upload journal to canvas*

4/17	**Week 14: Putting it all together**	**Journal**: Each of your Well-Works have been an empirically supported intervention shown to increase well-being and/or happiness.
		    a. Did you notice any positive changes in your well-being/mood with any of the Well-Works? If so, which one(s) and what was helpful about that well-work?
		    b. If you could recommend a particular well-work to a friend which one would you recommend and why?
		    c. Are there any well-work activities that you plan to continue to use in the future?
		    d. Do you have any suggestions, recommendations, or feedback regarding the journals and well-works? I'm always looking for feedback to make the course activities more efficient, effective, and fun! So please don't hold back!
		    a. Upload journal entry to canvas
		    b. Print journal entry for WBP

4/24	Week 15: FINALS	FINAL PAPER DUE – PAPER COPY & SUBMITTED THROUGH CANVAS

Appendix L

Smartphone Wellness Project

Part 1: Reflecting on Smartphone and Social Media Use (10pts)

DIRECTIONS: Please reflect and respond to the questions below. Please do not go beyond a page double-spaced for each question.

FORMAT: Please follow the example journal format (i.e. name, course number, title, TNR -12 pt font, double spaced, one-inch margins).

1. *Do you think you are addicted to your smartphone and/or social media? Why or Why not? How would you know if you were addicted?*
2. *What are the 3 primary benefits you get out of using your smartphone?*
3. *What are the 3 ways in which your smartphone has a negative effect on you?*

Watch Buzzfeed's "Follow this: Tech Addict" on Netflix (Can be found within Part Two of the series)

4) What are your reactions to this video? (i.e. shock, surprise, concern, etc). Elaborate on your reaction.
5) What do you see as this video's major "take home point(s)"?

Part 2: Track Smartphone Usage

DIRECTIONS: You need to track your smartphone usage for <u>seven consecutive</u> days. You may decide when you would like to begin tracking. Please fill in the table below with your tracking findings (*See example below*). Along with your smartphone tracking, please record a <u>brief</u> reaction at the end of each day. I encourage you to think back to these reactions during Part 3 and Part 4 of this project.
- Apple users: Use the "Screen Time" function within settings.
- Android users: Use Quality Time or MyAddictometer App
  - Quality Time→ http://www.qualitytimeapp.com/
  - MyAddictometer → http://www.myaddictometer.com/

DAY	Overall smartphone screen time	Total # pickups	Most Used App	Time spent on most used app	Total # of notifications
1: Sunday	4hrs & 22 min	27	Instagram		
Reactions: I am startled by the number of times I have picked up my phone. Had no idea it was so many. Not surprised to see Instragram is biggest use of my smartphone time.					

DAY	Overall smartphone screen time	Total # pickups	Most Used App	Time spent on most used app	Total # of notifications
1:					
Reactions:					

2:					
Reactions:					

3:					
Reactions:					

4:					
Reactions:					

5:					
Reactions:					

6:					
Reactions:					

7:					
Reactions:					

Part #3: Smartphone and Social Media Detox

DIRECTIONS:

A) **Choose THREE consecutive days** in which you will engage in a mini smartphone and social media detox. You can decide when you would like to begin this process. Please honor the three-day process and go a full 72 hours without social media or smartphone use.

Prior to beginning your detox please…

- Let your employers, friends, and family know that you will be doing a smartphone and social media detox so they do not worry about you if they cannot contact you instantly.
- Create an "in case of emergency" system so your important others can find you if they need to (a roommate, a friend, resident advisor).
- Either A) Store your phone with a trusted peer (so you are not tempted to cheat!) B) Store your phone in safe place that can be accessed (if need be for an emergency like your car's glove box).
- Turn off your phone!

RULES FOR DETOX:

- You cannot use your smartphone (or tablet/ipad) AT ALL unless it is an emergency.
- You cannot use social media of any kind during the detox (Snapchat, Instagram, Facebook, WhatsApp, Twitter, Reddit, Tinder etc.)
- You may not use a peer's phone to text, call, snapchat etc. during your detox!
- You may use JMU's email, canvas, and MyMadison to complete schoolwork and may use a desktop or laptop computer for ONLY these activities.

B) At the end of your three-day detox, **write a 2-page reflection paper** (double spaced, 12 pt font, Times New Roman) about your detox experience. Please address the following questions in your reflection:

1. *Consider your adjustment to this detox from a bio-psycho-social lens. How was your daily routine impacted by this detox? How was your emotional and psychological health impacted by this detox? How was your social world impacted by this detox?*
2. *What was hardest about this detox for you? What was positive about this detox for you?*
3. *What did this process teach you regarding your relationship with smartphones and social media?*
4. *How do you plan to interact with smartphones and social media moving forward?*

Part 4: Research and Review

A) **Read** the "No More FOMO" Article and Time Article: Worrying New Research (Links to an external site.)

B) Write a **3-4 review paper** (APA FORMATTED -title page, running head, page number, etc). Address the following three points below in your paper.

- Provide a *brief summary of both articles* (1-2 paragraphs each. I want to see that you've read the articles understand the study designs, and understand the main findings and limitations)
- Take some time to reflect upon what you have learned from this project, from this course, and from your life experience. Taking into account this wealth of knowledge, w*hat are your reactions to these articles? Do you agree or disagree with their findings? How come?*

- Reflect upon the emotional, psychological, social, and behavioral factors that are linked to smartphone and social media usage. Use at least two of these factors to answer the following question: *Why might some people need, choose to, or feel compelled to use smartphones and social media more than others*?

Appendix M

Final Reflection Paper Instructions

Instructions: The paper consists of two parts a brief literature review and an overall reflection. This paper needs to be *uploaded on canvas AND turned in via a PAPER COPY to my office* and written in APA format (title page, double spaced, running head, headings, page numbers, reference page, etc.) I expect that you will need at least **4 pages** of writing to adequately address these questions and prompts.

PART ONE: You will complete a brief literature review on a well-being domain that we have discussed in class. You will analyze and summarize your selected article and explore how the article findings relate to our class findings on well-being. For example, if you really liked our lecture on relationships and the hook-up culture, then seek out literature that explores the impact of the hook-up culture on well-being. My primary goal for this review is for you to further your understanding of well-being. Secondly, I want to provide you another opportunity to showcase your APA-formatting, analysis, and summary skills. Your literature review should be written with the assumption that I am unfamiliar with the topic. When working on your outline and structuring your paper remember that there should be a logical flow of information.

- Please find at least ONE empirically supported article related to one of the well-being domains: Life satisfaction, Engagement & Interests, Emotions & Emotion Regulation, Coping & Resiliency, Stressors & Affordances, Meaning: Purpose, Religion, & Retrospective Generativity, Relationships, Health and Fitness Habits, Goals & Trajectory, and Narrative Identity
- Be sure to include:
  - Opening paragraph explaining what lead to you to focus on your selected topic
  - Brief summary (1-2 paragraphs) of article you found (hypotheses, design, findings, and limitations) with at least one APA citation.
  - How your article's findings relate to what you have learned in class regarding your domain and well-being as a whole

PART TWO: This is your opportunity to demonstrate your broader knowledge on well-being and how to enhance well-being. Reflect upon what you have learned through this class and answer the following questions:

- What is "well-being"? What is "adjustment"?
- What makes well-being different from say happiness or meaning? How is well-being related to adjustment?
- Reflect upon the concept map we created in class. What three well-being domains stick out to you as "most important" for well-being? Explain.
- Imagine a friend asks you for five take home points from the course. What take home points would you offer your friend? Please explain each point and your reasoning behind each point.
- Given what you've learned, to what extent is your well-being under your control?
- How have you been impacted by this class (e.g. Expectations? Perception of adjustment/well-being? Experiences - good, bad, and ugly? Benefits?)
- What are your hopes/plans for continuing to advance your well-being

Appendix N

Example Final Reflection Paper

Benefits of Engagement on Well-Being

Part 1

   I picked the topic of engagement and interest because I have learned and experienced first hand the importance of positive engagement on well-being. In class, we talked about flow and how that affects our well-being. I have experienced flow before this class, but I had no idea what to describe my experience as. Now that I have learned and can recognize the positive effect of engagement on well-being, I want to learn more and help teach others about strategies to increase their well-being through their personal interests. This topic is interesting to me because I feel like having positive engagement in our life is almost common sense, but it is something that a lot of people do not fully realize. I want to learn more about how engagement and interest in our daily lives positively affect our overall well-being.

   Reacher conducted by Schulz, Schulte, Raube, Disoyky, and Kandler (2017) looked into how engagement and leisure activities positively affect well-being. Their participants were 622 random people who completed an online survey about leisure and engagement, along with other questions about well-being. They measured the participants satisfaction with leisure activities by a 5-point Likert scale with 134 common leisure activities. The researchers used the same 134 activities list, and additionally asked participants how often they engage in those activities, to measure the participants leisure engagement. The participants answered on a 5-point Likert scale. Finally, the researchers used the Habitual Subjective Well-Being Scale (HSWBS) to measure their physical well-being. The researchers found a positive correlation between all of their measure of subjective well-being (SWB) on leisure and engagement. This means that having and participating in positive engagement increases a person's well-being.

   A limitation of the Schulz et al., (2017) study was the age of their participants. They said that since many of their participants for the study where college students, they could have a more selected and narrower list of leisure activities then those who are in the workforce. The researchers also suggested the use of a longitudinal study in the future. That would allow for a better look at the interaction between SWB on different types of leisure and engagement. This article related to what we discussed in class. In class, we talked about how having positive engagement in our lives can increase our SWB. This is also exactly what the researchers found. In class, we also went deeper into engagement compared to leisure; how we think our leisure is a positive experience, but people can have a tendency to over-do leisure. In class, you emphasize a lot on smart leisure, and working to find a balance between engagement and leisure. This article further demonstrates the importance of finding and working towards positive engagement, because it helps increase our SWB.

   I think that well-being is an personal drive in our lives that keeps us human, and makes us work towards being the best version of ourselves that we can be. Well-being has many aspects, and some of those aspects might be much harder to achieve then others for different individuals. I think that adjustment is learning how to continue to live on when something positive or negatives happens in your life. I think that adjustment should be faced with a growth-oriented mindset. To experience positive adjustment, one must be resilient, and have a solid grasp on their personal journey and well-being. Well-being is different from happiness or meaning because well-being encompasses your whole self. Happiness and meaning are aspects of well-being. Well-being and adjustment are related because they bounce off one another. It is hard if

someone has a low-level well-being, for them to also have a high level of adjustment. They both coincide with one another. They are both part of the human experience and they rely on one another.

I think that the three well-being domains that stick out to me the most are relationships, health, and emotions. I picked these first because our concept map had a lot of information surrounding those areas of well-being. I think that relationships are a very important part in our well-being because without them, we struggle with loneliness and could even experience isolation. These feelings are detrimental to well-being, and the lack of relationships can lead to a very quick spiral down the well-being scale. On the other had, having positive relationships with the people around you can be a very rewarding experience. In turn, this positive aspect could lead to an increase in your other domains of well-being.

Health is another domain that we had a lot of information around. I think that being in good health is valuable to the human experience. When people are sick, and not sleeping, they tend to become more aggravated and less motivated. If a person's body is not healthy, then it is hard to see a positive in any of the other domains. When someone is healthy, as in they are getting enough sleep, exercise, and time outside, many other positive characteristics can arise from that. For example, resiliency, and social, spiritual, and emotional healing.

Finally, I chose emotions for my third important domain of well-being. I chose emotions because I believe that their effect on well-being can be substantial. A lot of well-being domains could be connected to emotions. If someone is not in tune with their emotions, or are able to regulate their emotions, many other domains of well-being could be negatively affected as a result. In reverse, a person who is in a positive relationship with their emotions could also experience a positive jump in their sense of identity, meaning and in their health and relationships. In sum, each aspect of well-being is important because if you find one aspect particularly struggling, that may mean that you are struggling in the other areas of well-being too.

I had many take home points in this class, and I think that is part of the reason why this class is so important. The first big take-home point for me was recognizing my unhelpful, linear thinking style. Having a set pattern of how my life "should" play out, step by step, was a common way for me to traditionally think. Since coming to college, that has been turned upside down. In class you taught us about jungle-gym thinking. A healthier way of thinking that allows for a change of direction, but ultimately the same result, or end goal. This has helped me come to terms with the fact that life needs to be flexible, and that it is important for me to be comfortable with uncertainty. The important part of life is that you do not forget your end goal, and the adventure of life is the journey to that goal.

After this class, I have been recognizing my own mortality. Traditionally, thinking about death and dying would greatly scare me. Now, I embrace death as a normal event that happens in our life. I am learning that death is inevitable, and that living our lives to the fullest is one of the greatest accomplishments someone can achieve. I am also learning to not "push things off" and to find what matters most to me in life and to never take it for granted.

A third thing that resonated deeply with me was the importance of nature, and going outside. Again, I recognize that I love being outside, and something about it makes me feel whole. Unfortunately, haven't been spending as much of my leisure time outside now that I am living in an apartment complex. Hearing and reading about nature therapy really hit home with me. So much that I am buying an annual pass to the National Parks so that I can be outside in the mountains more this summer. I would encourage people to spend a little more time outside, even if it means sitting outside during a meal, or walking your dog for a little longer. Being outside is so rejuvenating, and mind cleansing.

A fourth take home point was the importance of vulnerability. In a society that honors bravery and courage, it is hard and uncomfortable to be honest with our vulnerability, and letting others see a unguarded side of us. Since learning about the liking-gap in class, I have been more comfortable with creating moments of conversation that I would not have before. I like leaning the idea that people like me more than I think they do. It gives me recurrence in my daily life, and leads me to be a kinder, more compassionate person. I think that being vulnerable with people creates a stronger bond between you and them. This is important when you want to continue to grow your relationships, and not only romantic ones.

The fifth and final large take home that I had in this class was recognizing the importance of gratitude, and ways to practice it. I completed the gratitude well-work, and the simple act of writing down five things that I was grateful for really boosted my mood, and allowed me to have a more positive outlook on my day. Practicing gratitude is an important aspect to well-being. It allows you to look at the good things in life, and be more mindful and intentional with your thoughts.

Finally, I think that a lot of well-being is under your control. Outside factors can affect your mood, but well-being is how you take and interpret those factors. This class has taught me a lot about myself, and has given me tools to continue to work on ways to improve my well-being. My experiences between the lectures, reading, and well-works all gave me new ways to think about my well-being. With the class being titled "psychology of adjustment" I really had no idea about what was going to be covered. I figured whatever was going to be taught was going to be beneficial over-all to my human experience. In the end, my expectations were blown out of the park. This class provided new ways for my thinking, and I learned something new and interesting every class.

My hopes and plans to continue my well-being is to take what I have learned and implement it into my life. Every month or so, I want to continue to expand on a domain of well being. I will do this by creating attainable goals for myself. I also want to teach people about ways that they can also increase their well-being. Before I can do this, I need to have a firm foundation on my own well-being. This class gave that to me, and now it is my turn to continue to work at it.

Appendix O

Qualitative Data – Course Specific Evaluation Questions

Instructor Evaluation: Explain your rating to the question: "This class helped to improve my well-being"

Student	Comment
1	I learned many techniques in this class I had never considered. Additionally it was all empirically backed up techniques so I felt very confident in the material I was learning.
2	I learned many techniques to help improve my internal issues that caused me to not be as happy as I hoped I was. I feel lighter and more knowledgeable about myself.
3	This class has improved my well–being because I am more familiar with topics that go into a healthy lifestyle and how to cope with difficult times. I am happier and feel healthier both physically and mentally.
4	This class motivated me to find my best self. Although most of the content were things I was already aware of, this class helped me dig a little deeper.
5	I think that because I am aware of the things that impact it and how to change it I am improving it. to me being aware is the biggest thing that impacts me.
6	my well–being has been adversely affected by recent events in my life, but this class has given me the tools to handle it.
7	I learned tips
8	I can feel a difference in how i perceive myself and try to think more positive and healthy thoughts
9	All my scores on the post test had improved from the pre test. Also I just feel like I have more well being.
10	Ever since this course, I have been more aware of my feelings and I now have proper coping techniques for so many different situations.
11	The course help me to defined myself and help me to clarify how to control my well–being
12	I have been able to critically look at my own well–being and determine if and where changes were needed. The class helped to know the healthy ways to make those changes.
13	I have more of a desire to express gratitude, think about situations optimistically, view my future as less linear and set in stone, etc.
14	It challenged me to think in ways that I haven't before. I now can recognize what we'll–being is, and how it is important in mine and others lives
15	My scores on the post test improved, I have done different exercises from the class.
16	The class made me more aware of my well–being, but didn't change anything about my well–being.
17	I now know techniques I can use in my everyday life to ground myself.
18	The course gave me ideas about things I could do to improve my well–being that I didn't think about before.
19	This class has made me more aware of strategies that I can do to increase my well–being.
20	I now am more knowledgeable and have the tools to improve my well–being.
21	I think that the well works gave the opportunity to apply what we learned in class and that gave the opportunity to improve well being
22	This course gave me more tools further my own well–being. I feel more prepared to deal with life challenges now that I have this new information with me.
23	I have learned how to maintain a positive outlook.
24	I gained tools to help me understand my emotions and I learned different ways to cope so that I could improve my wellbeing.
25	I am now happier now and feel better about myself

26	This class helped improve my well–being because I did not know exactly what positive psychology was before coming here. Now that I have an understanding, things are clearer now especially behavior wise.
27	I actually learned how to handle certain situations, was able to relate to the material, and it was real life stuff.
28	I actually feel mentally healthier now than I did at the start of the semester :)

Instructor Evaluation: Explain your rating to the question: "This is the best class I've ever had."

Student	Comment
1	This class was impactful , and practical. This class had suh a high level of engagement it was easy and enjoyable to learn.
2	Every lecture was meaningful and provided important information to each individual. I haven't been in a class that helped me improve myself as much as this class.
3	I felt this class discussed topics that are not usually talked about in other classes and it was nice being able to relate to the material.
4	I wholeheartedly believe that the teacher makes the class. If a teacher truly cares about their students then that makes all the difference. Professor Davis made it point to get to know each and everyone of us. Prof. D was always available and very approachable.
5	this wasn't the worst but it also wasn't the best. I really enjoyed the topics but at times it was boring and redundant. I like to be challenged because that holds my attention but having a 2.5 hour class that is slow and just repetition of the same material was a bit boring.
6	it was well structured, very engaging and fun, and I think every college student should take a class like this
7	Because I feel like I actually learned things that I can use in my life to help me
8	How engaging and relevant the course material was as well as how the professor taught the class in a fun interactive way
9	I feel like I've gotten the most practical, valuable, real world knowledge and applications from this class. This is def the best class I've ever taken.
10	Professor Davis created such a welcoming environment by encouraging people to share and never judging them. She assigned well–works not just for assignments to grade, but she clearly cared about every student's well–being and wanted to know how we are doing.
11	Every week had different lecture and all of them are connect to each other
12	Every presentation was engaging even with having a short attention span. Also everything was unique and fun creating a very relaxed environment
13	Liked the class but sometimes the material was too easy to be engaging.
14	The course material was different and fun. Professor Jay was also great
15	I liked the class a lot, but I've taken classes that have been a little more engaging (the class ends at 6:30 so its late)
16	It was an alright class. It wasn't really that challenging and sometimes the lectures were very dry and boring.
17	It was the most secure and friendly environment of a classroom I've ever been a part of!
18	This class was fun and not too stressful, sometimes it was a little boring.
19	I enjoyed how interactive and applicable this class was to my life.
20	Average
21	You were happy about the class and had a lot of enthusiasm for what you teach and it wasn't a hard class
22	I was thrilled with every lecture and fully engaged in each class. I wish other classes could be as engaging and useful as this class. I feel that this class deserves a spot on the gen ed list

	more so than most of the classes already on it.
23	I genuinely enjoyed this class.
24	This class was truly one of the best I've ever had, I really enjoyed each lecture's content and the small group discussions every week. Professor Jay was always enthusiastic during every lecture and eager to teach and I appreciate her passion for teaching the class.
25	i found it very interesting and was very relatable topics
26	What made me like this class was that it related to me as a person. A lot of classes are about learning what someone else did and this class was not just that. It helped me further grasp an explanation of myself and my actions.
27	I learned really important things and she made it very relatable and easy to understand
28	I haven't really had many classes that actually helped me outside of the classroom

Instructor Evaluation: Have you shared what you learned from this class with someone (friends, family, partners, etc.)? If so, what did you share? (Ex: I told my sister that it is important to face your fears and not avoid your problems).

Student	Comment
1	I've told my roommates about every journal and well work I've done, they thought it was as interesting as I did
2	I have shared things I have learned from this class. I told my boyfriend about ways to help untwist his thinking.
3	I have talked to my friends as well as my family about certain topics we learned in this class specifically about relationships and goals.
4	Absolutely! I am constantly using terms from class in my everyday life. Many confide in me with their problems, and this class helped me give those individuals more constructive advice.
5	I can't say that I have shared what we have done
6	all the time. a lot of what we've learned resonates with me and reminds me of people in my life and I tell them about it hoping I can improve their well–being too and make them more knowledgeable in the subject.
7	Yes i told my mom the great things i have learned about relationships and how to be resilient
8	I told my boyfriend about pretty much every well work and told him he should try and do something similar. I also told some things to my mom.
9	Yes, I would call my mom after this class and tell her all about it. I told her a lot about reappraising automatic thoughts and cognitive distortions.
10	I told my friends that the class is related to our life. Teaching us how to become a good person and how to control our emotion and handle the negative thoughts.
11	I have told my parents about some of the healthy changes and have added to my life thanks to this class
12	Yes. Use the cognitive distortions and talked about the 5 regrets of the dying.
13	Yes, jungle gym thinking, liking gap, flow, engagement
14	Yes, I've shared the exericises we've done and also the different types of goals
15	I have talked a lot to my friends about this class because it has had some thought provoking ideas
16	Yes! I shared sleep hygiene with my friends so that they know how to properly approach the

	act of sleep.
17	I don't think so
18	Yes I have! I told many of my friends about how being in nature can benefit your well–being. I have also told them about coping mechanisms as well.
19	Yes, I shared information with my mom and my roommates about concepts and tools that we learned in class.
20	Not too much other than close friends
21	I always share techniques and information I've learned whenever I can with whoever seems to need it. I've shared coping strategies, information about sleep studies, and much more.
22	I have shared my meditation techniques with my future roommate
23	I always share what I learned in class with my roommates. Often when they are going through a rough time, I mention the things I have learned in this class to help give them advice. Once my roommate was stressed about her future and telling me how things have to go exactly as she's planned them and I told her about the jungle gym concept we learned in class.
24	Yes I told my friends about smart phone usage and that people usually like you more than you think.
25	No not specifically I haven't had the chance.
26	I have told some of my friends about the healthy sleeping habits because they were complaining about not sleeping well.
27	I have, actually! My friend was being a galoomba and doing all sorts of muddled up thinking so I gave her my cognitive distortion worksheet

Instructor Evaluation: Reflect upon your experience with the well-work activities. Overall, were these assignments helpful? Did the well-works enhance your well-being and understanding of well-being practices? Why or why not?

Student	Comment
1	Absolutely these assignments helped. It's easy to say "This activity in studies has shown to be helpful" to a client, but after trying so many activities it really solidifies how useful and impactful they can be.
2	I found these assignments to be helpful. They helped me dive deeper into the information we learned and showed me that it was possible to make the improvements. There was no room for me to make excuses to myself
3	The well–works were helpful because it made me actually engage in the material. They did enhance my well–being because of this engagement.
4	This assignments were not bad, although they could be tedious. I loved writing my life story, but it was very time consuming! I think I wrote almost 14 pages, and that was my brief version. The well–works did help with understanding the material we had just covered.
5	I think that well–works were good when I actually did them, sometimes I would forget because they would be things id have to record daily and that kind of messed it up. I think that some were good at increasing wellbeing and focusing on how to change parts.
6	the well–works were fun and helpful, some more than others, but overall it was a good idea and contributed well to the class.
7	yes they did to some degree, some were more interactive and engaging than others
8	All the well works were helpful, and for the most part enhanced my wellbeing and/or showed me the tools I can use to increase it.

9	Yes, every week I would look forward to the next well–work. They were extremely beneficial to my well–being and since they covered so many different topics, I feel like a more well rounded person now.
10	Although I found the assignments tedious for some, they really helped to visualize the topics for that week and show how to apply them to real life.
11	Yes. Helped me apply what we learned in class.
12	Yes, it was nice to put into practice what we were learning
13	They were helpful, sometimes tedious
14	They were helpful, but not necessary.
15	Yes! Reflection helped me collect my thoughts.
16	They were helpful, but i'm not sure if they really improved my well being just because i only did them for a week or less.
17	I enjoyed the well–work activities because they allowed me to apply what we discussed in class to my life.
18	They were sometimes a lot of work
19	Yeah they were and I think so
20	These assignments were helpful to give us a practical use for each topic we learned about. I felt like I had a better understanding once I practiced the course content in these well works.
21	The well–work assignments promoted me to leave my comfort zone, and had an overall positive impact on my well–being.
22	These assignments helped me organize my thoughts and really pay attention to each aspect of my life and how I was feeling about it. Each well work focused on a different domain of wellbeing which can be kind of overwhelming to think about normally if you don't have any sort of guide to help you. Writing the journal entries helped me work through each aspect one by one so I could really reflect on how what I was doing and where I needed improvement in my life.
23	yes i found them helpful because it allowed me to apply what i was learning.
24	The well works we were required to complete were sometimes tedious, but always helpful. The only reason I would say tedious was just that it would always be around the time where I was often too lazy to complete it. For example I would try to work on it after completing a long paper, but I would also use up most of my energy before even reaching the well work itself. Overall when taking the well–work seriously, you gain a lot of benefits from it.
25	I believe they helped because they showed that it really doesn't take that much to fix most of your problems and a lot of our indicators of other potential life messes
26	YES! They really were helpful, the best form of learning is doing

Instructor Evaluation: Which well-work was most helpful to you and why? Which one was least helpful

and why?

Student	Comment
1	The well work on forgiveness was the most helpful. It was something I never realized I struggled with but I was able to overcome. The well work that was the least helpful was meaning of life well work. I liked the journal but the well work activity was hard because I'm away from home and most the the people and things that mean the most to me are not around.
2	The well–work that helped the most was the narrative story one. I found that I used all the techniques I learned throughout the course to truly evaluate my experiences. The one I found the least helpful was the one about asking others how they truly felt. It was a bit awkward, and I didn't get many genuine answers
3	The most helpful well–work was the one about healthy habits because it is something that i really needed to work on. I did not feel there was one that was least helpful.
4	The forgiveness letter was my favorite. I tend to hold grudges and writing the letter lifted a lot of weight off my shoulders. My least favorite was the interview. I did not feel like it was pertinent to the material we were learning. I did love talking with my Granny!
5	most: letter because I got to get out things that held me back least: meaning in photos– I already know the things that give me meaning so it didn't change any part of me
6	the health and habits one because i think self care is very important and we tend to forget to take care of ourselves sometimes. I thought the well–work retrospective generatively was kind of pointless, it was fascinating to know what people regret but the interview i had to conduct was tedious and I'm still young so i did not find that one to be as relatable to my own life.
7	Cant decide. They all helped. Either week 4 or 5 I found to be the least helpful.
8	The most helpful well–work was the mindfulness one because it taught me to live in the moment and not worry about the past or future. The least helpful one was probably where we had to visualize our best self, but that was more of a personal problem since I don't have anything figured out yet so it was a little stressful.
9	The most helpful was the Vitamin N because it gave me time to spend on myself and help relieve stress from that time. The least helpful was the new used of my personal strength. It was very hard to think of new things to do with something that I think I already do a lot.
10	Listed in final journal
11	Meaning in pictures was a very meaningful activity to me
12	I liked the changing your thinking one, it was helpful to completely change my thought process.
13	I liked the life story well–work, but I wouldn't say it was the most helpful.
14	Face your fears well work was the most helpful because I have already taken strides towards conquering my fear.
15	I liked the emotions log and didnt really like the life story one just because it made me kinda uncomfortable.
16	The well–work that we had to rephrase or cognitive distortions. I have a lot of those and It was helpful to write them out. The least helpful I would say would be the one where we had to write a story about our lives. I just did not enjoy it as much and felt like it made me sad to see the downfalls in my life written out.
17	forgiveness letter because it opened my eyes up
18	Reappraisal because it was something I do a lot and least helpful was sleep because I just couldn't get it done

19	The gratitude well work was most helpful to me so I could my feelings and reflect on them in a letter. The life story well work was my least helpful activity because it made me reflect on the bad parts of my life.
20	All of the well–works were equally helpful; they all explored relevant areas.
21	The wellwork most helpful to me was the life story entry. It was extremely difficult to write but I liked that we were taught in lecture to think about traumatic events as a way to grow. Writing the life story paper helped me really organize some of the key points in my life, a lot of which were negative, and rethink them as a way of finding growth from those negative events. The one that was least helpful was probably the one on goals. It was helpful to kind of map some goals out for myself but I didn't find that it changed much for me.
22	Most helpful was the meaning well work because i instantly found myself being happier and the least helpful was when i talked to strangers because it was nerve wracking.
23	The well–work when I had to improve my sleep. Even though I failed miserably It got me started on trying to improve my sleeping habits, without that well–work I most likely would have put my sleep off all the way until the summer. Even though I'm still working on my sleeping habits, I am glad to start it improvement now rather than later. I would say using my signature strengths only because this class mostly helped me by improving what I lacked instead of strengthening what I already was good at.
24	I think the goal chasing well work was the most helpful because it is the one you can apply to everything in your life. I didn't really have a least helpful one.
25	Least: new ways to use your skill Most: Was the goal setting

Reflect upon your experience with the Smartphone Wellness project. Overall, was this cumulative assignment helpful? Did the assignment enhance your well-being and understanding of well-being practices?

Student	Comment
1	Yes, I thought it was great to put the beliefs of lots of parents to the test (it's always the phones fault) it also showed that it was easier said then done for some therapeutic practices.
2	I found this assignment to be very helpful. It showed me how much of a negative impact smartphones and social media have on me. I learned that it is important for me to limit my use to improve my overall happiness.
3	This assignment was helpful and enhanced my well–being because I engaged in activities that I normally would never have done and I learned new things about the impact of smartphones and social media on well–being.
4	Great assignment! It really showed me how insecure I am when it is not in my hand.
5	I really do pay more attention to my phone usage so I would say that it is a good thing. mainly the part was from tracking my usage because I saw just how much I was really on it. it sucked not being able to have my phone because I use it for things that I really need.
6	I didn't really like it but that's just my personal opinion.
7	yes this assignment was very eye–opening to how bad social media and smartphones can be for us, i thought it was a great project and i liked that it was made available so you could do it on your own time throughout the semester. yes it enhanced my well–being by making me realize the negative impacts social media has on me so detoxing and learning about it was very cleansing.
8	The smartphone project was def helpful and did enhance my wellbeing a bit. It helped me to

	understand how harmful it is to be glued to your phone all the time and the benefits you can get from limiting your screen time.
9	Yes! I am much more aware of how much time I spend on my phone. This project showed me the negative outcomes of spending too much time on your phone, so now I'm more mindful to spend time outside or with friends and family
10	I loved the smartphone assignment. My anxiety was helped by not having to constantly look toward my phone for nothing at all on it. The paper for it was good to see just how that project helps with my well–being.
11	Not entirely. Didn't really feel like a 3 day detox was necessary, and I already know I'm addicted to my phone, but the assignment didn't really change anything.
12	It was helpful to see that I can function without my phone directly at my side
13	Yes and no, I've done them for other classes and I didn't really feel like it was completely necessary but it wasn't bad
14	I thought the project was interesting
15	Yes! I now don't look at my smartphone nearly as much.
16	I liked this assignment but I think a total phone detox can be a little iffy because we all live away from our families, and it may be unsafe.
17	I liked the assignment because It helped me see how much time I waste on my phone. It was nice to get a breather too. I think that it enhanced my well–being because I was able to see how being on my phone can negatively impact my well–being.
18	I liked the assignment because It helped me see how much time I waste on my phone. It was nice to get a breather too. I think that it enhanced my well–being because I was able to see how being on my phone can negatively impact my well–being.
19	It opened my eyes a lot to things about phones that I didn't realize
20	I feel the assignment was helpful in realizing how stressful phones can be. If more people understood how the lack of having a phone can affect them, I feel like we would all take more breaks from the screens.
21	The smartphone wellness project was an interesting learning experience. I would not have engaged in the assigned activities if I was not in PSYC 235, and I am thankful for the opportunity.
22	When I first came to this class, I was a bit wary about the project because I knew I was addicted to my phone and I didn't know if I'd be able to do the project. I'm glad that this project was a part of the class and I actually ended up enjoying it. This project made me want to use my phone less because I realized how much more relaxed and free I felt when no one was able to reach me during those three days of detox. It was a lot less stressful to not be constantly checking my phone and wondering what people online were doing; instead I could just focus on being in the real world.
23	Yes because it made me realize how much i go on my phone and that i don't need it that much and was happier without it.
24	Yes this was helpful because it helped me further understand how we rely on our cell phones more than anything and the detox specifically put me out of my comfort zone and made me adapt and I see it as a growth experience.
25	I felt that the smartphone project was a little off key with the rest of the class. I liked it and learned a lot, but I felt like it didn't tie in very well.
26	It was interesting

Reflect upon your experience with the weekly journals. Overall, were these journals helpful? Did the

journals enhance your well-being and understanding of well being practices?

Student	Comment
1	Yes the journals were very helpful! I liked spending the time thinking about the things we learned in class and applying them.
2	I thought the journals were very helpful. The length was perfect because it allowed me to reflect on the well–work without feeling stressed and pressured to make sure it was long enough. I felt these journals really sealed the understanding of what we learned in class.
3	The journals were helpful and enhanced my well–being because it gave me a time to reflect on myself with that week's lesson which was helpful.
4	I love the journals. It was a weigh for me to comprehend my life.
5	I think the journals were more valuable than lecture. Lecture didn't really do much, I enjoyed the discussion and video parts but the notes just seemed boring and didn't hold any information that was different than journals or discussion
6	I liked the journals and think that self–reflection is a good habit that should be practiced more often.
7	some journals were more effective than others about enhancing my well–being, again just the repetition of the same assignment every single week sometimes wasn't my favorite but it did help me do a lot of self reflecting this semester
8	The journals, in my opinion, were not as helpful as the well works themselves.
9	Yes, just about every journal had a positive impact on me. When I took the time to reflect on my life every week, it helped me become more attuned to my actions and emotions. I still practice some of those well–being techniques to this day.
10	The journals were a good way to look back on the practices and relate them back the principle of well–being that it was based around.
11	yes. helped me reflect on my experiences and thoughts
12	The journals were a nice way for me to put all of my thoughts and feelings onto paper
13	I liked doing the journals it was a good reflection practice
14	I liked the journals because it allowed me to put my thoughts on paper which helped me think through some things
15	Yes. I enjoyed being able to reflect on my thoughts.
16	The journals were helpful, but sometimes felt really repetitive week by week.
17	The journals were nice because they helped me apply what I worked on and reflect on it. The only suggestion I have for the journals would be to maybe make them due on Sundays instead of Wednesday. I felt like the weekend sort of distracted me from what I was working on some of the time.
18	They were often a lot of work and to have them every week was hard to keep up with everything
19	They weren't all that helpful and seemed sorta like busy work
20	These journals were helpful because they made me reflect on the course concepts I had practiced since the last class.
21	The journals were a good way to reflect on the weekly activities. They were not too hard, and were easy to complete.
22	As I mentioned for the wellworks, the journals helped me to organize my thoughts and feelings. I liked doing the journals because they provided a guide that helped me go through each domain of well being slowly so I could really see how I was doing in every domain.
23	Yes because it allowed me to reflect on what i've learned
24	The journals were helpful because it made you write out and analyze exactly what you felt

	about the topic at that time.
25	I think they helped my well being because they helped me get a sense of control over my life and I was able to see my progress.
26	They were helpful except when I forgot bout them until around 12am and had to do them. That was not good for my well–being

Reflect upon your experience with the professor of this course. How did the professor impact your course experience. How did the professor enhance your understanding of well-being concepts and practices?

Student	Comment
1	Professor Jay was the best, I've had a lot of great professors but she is the best. Her enthusiasm and organization of the course was remarkable. Every lecture was filled to the brim with things to learn and she had a way of explaining things that created a thorough understanding of even the newest of concepts.
2	Professor Jay made this course amazing. The way the material was organized and each assignment had a purpose and was meant to help us. I am very glad I took this course, but it would not have been as great without Professor Jay.
3	Professor Davis was great. I could tell she loved teaching the class as well as getting to know us which translated during the class.
4	Prof Davis is the bomb! Please don't leave, I still have 211 to take! Prof. D, I know you are destined for great things!
5	understanding your actual situations really helps to not feel alone. Your enthusiasm really did help get through a long sometimes boring classq
6	she was really caring and understanding and made the class really enjoyable. I always felt like I was leaving a therapy session at the end, in the best way possible
7	the professor was amazing in that she always made everyone comfortable with sharing and being vulnerable in this class, she always drove home every point made and also the videos within lecture were always so inspiring and helpful
8	She was great and I think helped facilitate an environment where we all can be open and share things w each other.
9	Professor Davis cares so much about each student's experience in the class. She would pause during lecture just to make sure everyone understood the topic. When a student asked a question, she would go above and beyond with her answers.
10	I loved the Professor. She made every class fun which is hard for a once a week class. She truly understood the topic and how to relay it to students in a fun, engaging, and real way.
11	really encouraging and enthusiastic
12	She was great. Very enthusiastic and always excited to teach us
13	The professor was good, she obviously cares a lot about the material
14	I loved Jay, but sometimes I felt like she didn't like me. I feel like she had favorites in the class and would discount the others sometimes.
15	Professor Jay is one of the friendliest professors I've ever met. She only wants success for her students. Her attitude towards life is something I strive for.
16	I enjoyed the class because you used humor and had organized lectures.
17	Professor Davis really showed that she cared throughout the entire semester. She made class fun and interactive. I really appreciated her positive attitude and effort.
18	she was super bubbly and made the class fun and portrayed a positive environment

19	She was great. Very helpful. Wanted us to learn the material.
20	The prof. was very helpful and always open to discussion and helping out wherever she could. I feel that she positively impacted my experience in this course. Now if only she could teach my other psych classes.
21	The professor was extremely kind and fitting for the class material.
22	Professor Jay was very knowledgeable about each topic and was always willing to expand upon ideas when asked questions. She was excited and bubbly during every lecture and it made the class really enjoyable. She was open to new ideas during discussions and was always eager to help. :)
23	She was always very upbeat and made class very engaging and interesting.
24	The professor of this course helped enhance my understanding in all aspects of the class. Some cases she took our perspective and learned from us and with that it helped me understand that we can learn from each other no matter the position we are in.
25	She was really understanding and always wanted to help. I really appreciate how she made this class what it was.
26	ABSOLUTELY WONDERFUL! NEVER CHANGE!

Is there anything this class did not cover that you were hoping to learn?

Student	Comment
1	I learned so much more than What I was expecting :)
2	I was hoping to learn more about coming to terms with very bad news.
3	N/A
4	Nope
5	what the brain does in aspects of well–being and such
6	no, not really
7	i would only say to spend 2 classes going over relationships because i thought that was really important
8	Not really
9	Everything that I thought would be covered was along with more!
10	No
11	Not that I know of
12	No
13	I wish we went more into detail about relationships
14	Id' like to learn more about things related to college life and stress
15	I would have liked to have learned more about relationships
16	No
17	I didn't really know what to expect going in, so I didn't really have any preconceived ideas, but I am very happy with what was covered.
18	I got everything I wanted out of PSYC 235.
19	n/a
20	n/a
21	Not that I know of
22	What to do about stubborn people

What suggestions do you have to improve the course?

Student	Comment
1	maybe extra credit opportunities? but really the class doesn't need it.
2	I can't think of any suggestions; this course was great!
3	Maybe expand on some topics if given time.
4	More interactive lectures, and less slides.
5	less repetition
6	shorten well–works
7	the final paper seems kind of redundant in the sense that we were writing journals and well–works about our well–being all semester, i feel like i would rather take a final exam than have to write another paper
8	I wanna say have it be two times a week instead of one, but then we wouldn't have as much time for group discussion. So idk its probably okay as is.
9	None! It's great the way it was!
10	try to make presentations less redundant
11	Make the lectures a little more interesting
12	None!
13	Maybe make the lectures also include discussions
14	The only suggestion I have would be for the journals would be to maybe make them due on Sundays instead of Wednesday. I felt like the weekend sort of distracted me from what I was working on some of the time.
15	N/a
16	I don't really have much to suggest, This course was already amazing as it was.
17	The course does not need any major changes.
18	N/A
19	N/A
20	Not right now
21	More stickers