



Title	Impact of a brief holistic workshop on students' psychosocial well-beings and work empowerment
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IMPACT OF A BRIEF HOLISTIC WORKSHOP ON STUDENTS' BIOPSYCHOSOCIAL WELL-BEING AND WORK EMPOWERMENT

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OBJECTIVES: Research on holistic education has been focused on philosophical treatises or case studies, yet quantitative research evaluating the effects of holistic education is lacking. This study examined the impact of a brief holistic workshop on students' biopsychosocial well-being and work empowerment.

METHODS: First-year master students ($n = 44$) attending the 3-day holistic workshop were invited to participate in the current study. Using a pretest-posttest design, students were given a self-administered questionnaire before and after the workshop. Changes in students' holistic health including physical distress, daily functioning, affect, spirituality as well as the psychological empowerment at work such as meaning, competence, self-determination, and impact were evaluated.

RESULTS: Students reported significantly lower levels of negative affect ($t = 5.19, p < 0.01$) and physical distress ($t = 4.34, p < 0.01$) and were less spiritually disoriented ($t = 2.98, p < 0.01$). Enhanced levels of daily functioning ($t = -2.12, p < 0.05$), positive affect ($t = -4.76, p < 0.01$), spiritual resilience ($t = -2.06, p < 0.05$) and tranquility ($t = -5.48, p < 0.01$) were also reported. Results also suggested that students were empowered at work in which they felt more able to make an impact on work outcomes ($t = -2.14, p < 0.05$).

CONCLUSION: This study demonstrated that a holistic workshop emphasising whole-person development was beneficial. Educators may incorporate holistic practice in school curriculum to maximise its beneficial effects. Future research should also adopt a longitudinal design to explore the long-term impact of holistic education.