

SYMPOSIUM ABSTRACTS

Intellicare is to create and validate a system for providing people the behavioral components, drawing from a variety of approaches, that will best promote engagement with the interventions and increase their well-being.

SY32.2 The Development of ALL OF ME: An Online Platform to Increase Resilience in Young Adults with a Chronic Illness

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Background: Having a chronic illness during adolescence and early adulthood brings a range of factors that impact the resilience of young people. For example, an illness that results in school or work absence can interfere with the formation of stable peer networks. Also, working towards future goals can be difficult when faced with an unpredictable course of disease. In this perspective we have developed ALL OF ME.

ALL OF ME is an online platform to increase resilience in young people (16-30 years) with a chronic disease, such as diabetes, heart disease and kidney failure. ALL OF ME contains tips and exercises on several domains, including relationships, future goals, sexuality and dealing with adversity. Also, personal stories of peers are integrated and coaching by experience experts is possible.

Development and Pilot : In this presentation we will show the process of creating ALL OF ME, which was in very close cooperation with the target group (interviews, evaluating exercises and design and usability testing). Also, first results of the pilot will be presented (use, satisfaction).

SY32.3 Acceptance and Commitment Therapy – Online: The Effects of a Web-Based ACT Intervention on Positive Mental Health and Depression

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Introduction: Online positive psychology interventions seem promising in promoting mental health. The web-based intervention 'living to the full', based on Acceptance and Commitment Therapy (ACT) and mindfulness, offers the potential for an accessible and efficient early treatment. We conducted a randomized controlled trial to compare the efficacy of ACT with an active control condition based on 'Expressive writing' (EW) and a waiting list control condition.

Methods: Participants were adults with mild to moderate depressive symptomatology from general population. The treatment comprised of 9 online sessions with minimal email counselling of either ACT or EW. Assessments points were at baseline, post-treatment (three months after baseline), with follow-up assessments at 6 and 12 months after baseline.

Findings: Repeated measures analyses showed significant reductions in depressive symptomatology post-treatment for the ACT intervention, compared to the WLC (Cohen's $d = 0.56$) and the EW intervention (Cohen's $d = 0.36$). The effects were sustained at 6- and 12-month follow-up. The results showed that on the short term the ACT intervention was significantly more effective to both the waiting list condition and the active control condition, but that both interventions had similar effects on depressive symptoms and positive mental health at 6- and 12-month follow-up.

SY32.4 How do Participants Experience Online Life-Review with Peer Contact? A Qualitative Study

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Several studies show that face-to-face life-review is positively evaluated by participants and effective in enhancing well-being and decreasing depression symptoms. The

present study focuses on life-review for adults (40+) with moderate depressive symptomatology in a new mode of delivery as an online intervention with peer contact. The study aims to evaluate the online intervention from the participants' perspectives.

Method: Participants individually followed six online life-review lessons, sharing their experiences online within their peer group of four randomly selected adults. To explore the participants experiences with online life-review with peer contact, semi-structured interviews (N=17) were conducted by telephone. The interview scheme mainly included questions on the experience of the online elements of the intervention and the contact with peers during the intervention.

Results: In general, the participants were positive about the online mode of delivery of the life-review intervention. For example, the possibility to follow the intervention at any time or place were mentioned as pleasant elements of the intervention. The experiences with the peer contact were mixed, including both positive and negative experiences. Important topics were the atmosphere in the group, the communication within the group, the composition of the group members, and the role of the group moderator.

Discussion: An online mode of delivery seems suitable for a life-review intervention, as reflected by the positive participants' experiences with online aspects of the intervention. Although the peer contact was evaluated as positive by some participants, adaptations are necessary to stimulate a positive and constructive atmosphere and communication within the peer groups.

SY32.5 Implementation of Online Positive Psychological Interventions into Healthcare

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Although promising results have been obtained in randomized controlled trials (RCTs) of online positive psychological

interventions, the actual implementation of these interventions into various settings lags behind. The effectiveness of Psyfit.nl, an online mental fitness program based on positive psychology, was examined in an RCT. The intervention was found to be effective in the enhancement of well-being and reduction of depression and anxiety symptoms. Psyfit.nl is currently being put into practice. In two studies, we explore 1) if the positive findings in the RCT are generalizable to the effects that were found during the widespread dissemination of Psyfit.nl via the local health monitor, and 2) what the preconditions are for successful implementation of the intervention in primary healthcare. In study 1, the reach of the intervention was increased (almost 17.000 people showed their interest), although the results indicate low adherence and attenuating effects. Regarding study 2, we can present the first preliminary results. The results of these studies will give ground for a conclusion whether findings for an online positive psychological intervention are sustained in real-life situations. Moreover, implications and challenges regarding the implementation of online positive psychological interventions will be discussed.

SY33 Symposium: A Pivotal Partnership for Understanding and Optimizing Positive Education

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T. Ben-Shahar, *Interdisciplinary Center Herzliya*

This symposium will include: a) details of Geelong Grammar School's (GGS) whole-school approach to positive education with particular focus on the explicit well-being curriculum delivered to Year 9 and Year 10 students and b) the findings from the mixed-methods research evaluation undertaken on the programs, focusing largely on the Year 9 evaluation.

Charlie Scudamore will provide background information about the school context, infrastructure and the process of introducing and integrating positive education at GGS.

Justin Robinson will describe the content and delivery of the Years 9 and 10 programs as well as some of the practical issues and benefits of being involved in independent research.

Dianne Vella-Brodrick will summarise the mixed-method approach to evaluating positive education (including behavioural and biological data) and the key findings from the Year 9 evaluation. TanChyuan Chin will then elaborate