

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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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