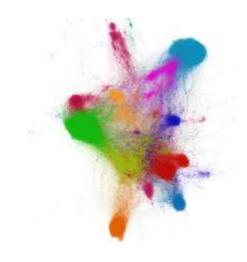
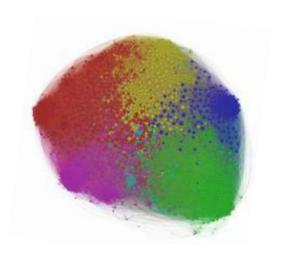


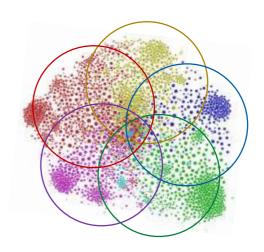


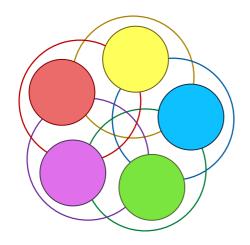
$$\frac{3 \text{ Years}}{25 \text{ minutes}} = 44 \frac{\text{days}}{\text{minute}}$$

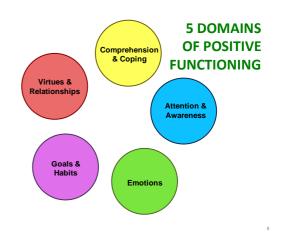
positive relationship positive meaningful positive mod intrinsic motivation positive meaningful positive mod intrinsic motivation positive mod positive mod intrinsic motivation marital satisfaction positive mod positive

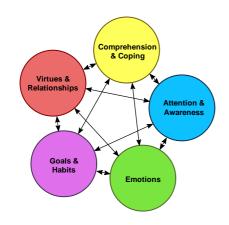


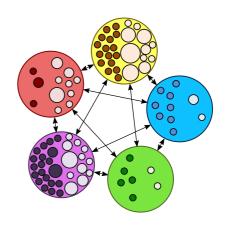


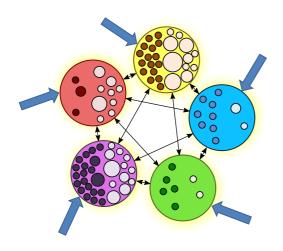


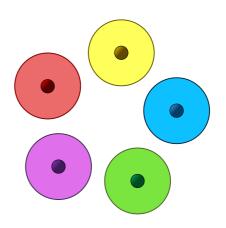


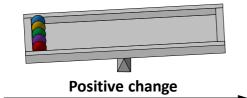


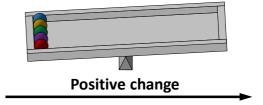




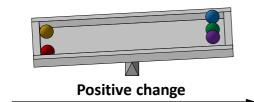




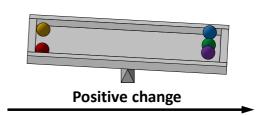




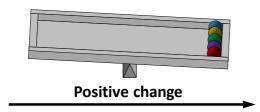
INTERACTION

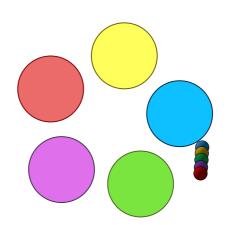


INTERACTION

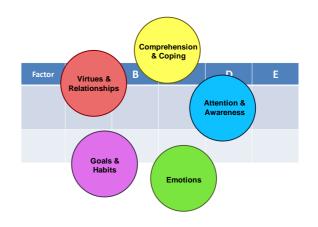


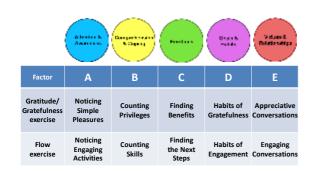
INTERACTION











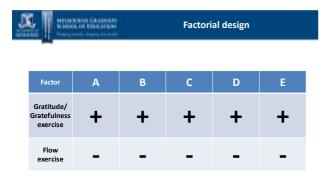


Factor	Α	В	С	D	E
Gratitude/ Gratefulness exercise	Noticing Simple Pleasures	Counting Privileges	Finding Benefits	Habits of Gratefulness	Appreciative Conversations
Flow exercise	Noticing Engaging Activities	Counting Skills	Finding the Next Steps	Habits of Engagement	Engaging Conversations

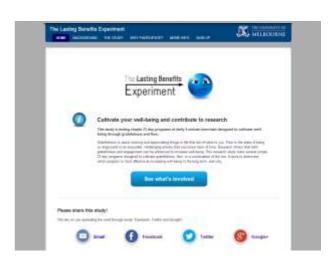
A	MELNOLEME GRADINETS SCHOOL OF EDUCATION	Factorial design	
MINERAL I	Make with the part to make		

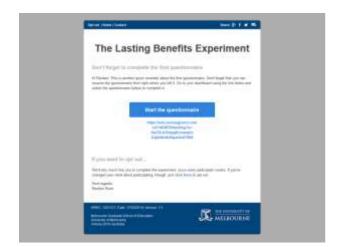
Factor	Α	В	С	D	E
Gratitude/ Gratefulness exercise	+	+	+	+	+
Flow exercise	-	-	-	-	_

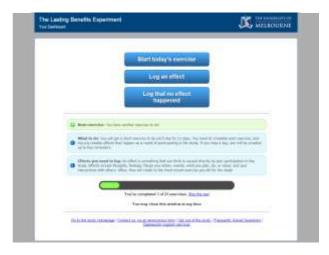
Group	1	2	3	4	5
1	-	-	-	-	-
2	-	-	-	-	+
3	-	-	-	+	-
4	-	-	-	+	+
5	-	-	+	-	-
6	-	-	+	-	+
7	-	-	+	+	-
8	-	-	+	+	+
9	-	+	-	-	-
10	-	+	-	-	+
11	-	+	-	+	-
12	-	+	-	+	+
13	-	+	+	-	-
14	-	+	+	-	+
15	-	+	+	+	-
16	-	+	+	+	+

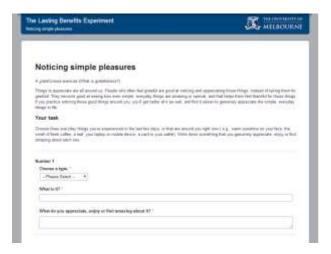


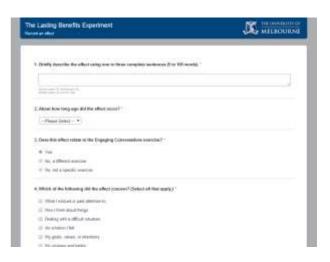
5 exercises x 1 exercise/day x 4 = 20 completed exercises









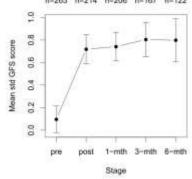




Size of dataset

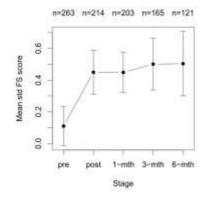
- 786 participants (pre-test onward)
- > 7000 completed exercises
- > 5000 completed log entries
- > 1200 completed measurement surveys



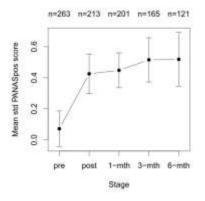


MERCHANICAL GRADIEST RANGE OF FORCES

Overall outcomes: Flourishing (FS)

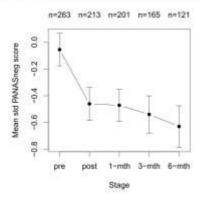






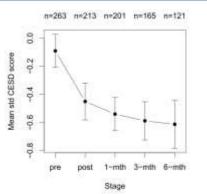


Overall outcomes: Negative affect (PANAS-)



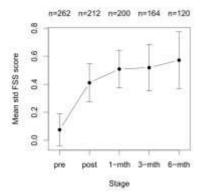


Overall outcomes: Depression (CES-D)

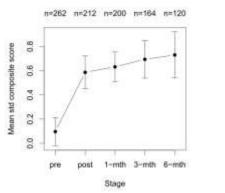


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Overall outcomes: Flow (FSS)









Qualitative feedback



Qualitative feedback



I just want to let you know that in the past few weeks this experiment has truly impacted my life. ... THANK YOU! ... I am truly grateful to receive your exercises and discover that there is so much joy in my life.





I liked your positive psychology experiment, that had a great positive impact on my life. ... Many thanks for offering such an opportunity. It indeed changed my life.



X Transport Charges

Qualitative feedback

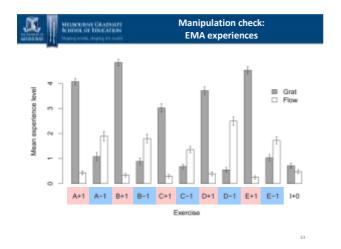


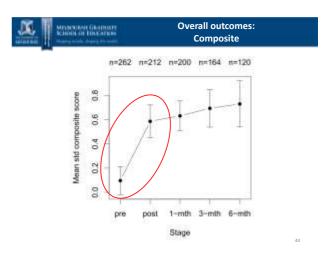
I am (pleasantly) shocked at the effect these 5 days of exercises have made to me. I am in tears at the moment, because it is very emotional. ... This is a great program and I have recommended it to some others too. Thank you.





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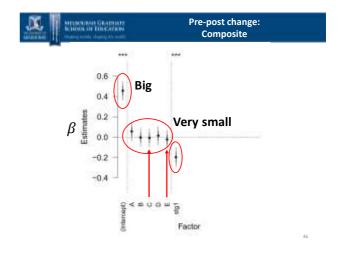






Factorial regression

$$\Delta Z_1 = \beta_0 + \beta_A A + \beta_B B + \beta_C C + \beta_D D + \beta_E E + \beta_1 \text{Pretest}$$



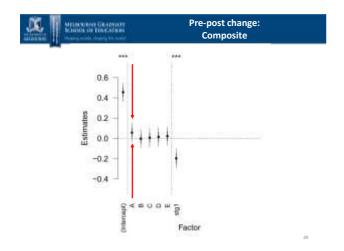


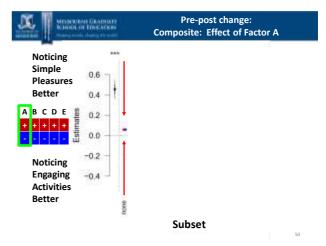
Factor	Α	В	С	D	E
More beneficial	Noticing Simple Pleasures	Counting Privileges	Finding Benefits	Habits of Gratefulness	Appreciative Conversations
Less beneficial	Noticing Engaging Activities	Counting Skills	Finding the Next Steps	Habits of Engagement	Engaging Conversations

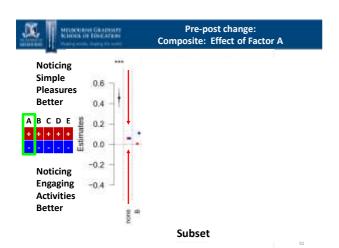


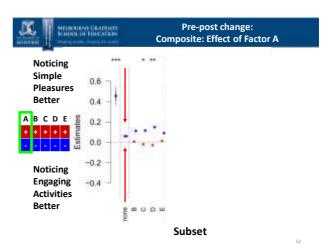
Factor	Α	В	С	D	E
	Noticing Simple Pleasures	Counting Privileges	Finding the Next Steps	Habits of Gratefulness	Engaging Conversations
	Noticing Engaging Activities	Counting Skills	Finding Benefits	Habits of Engagement	Appreciative Conversations

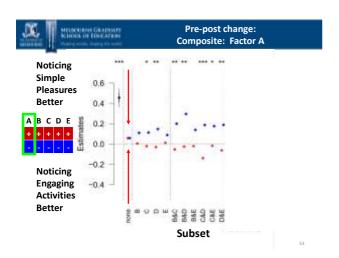
Reds were better with Blues. Blues were better with Reds.

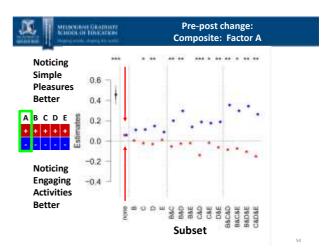


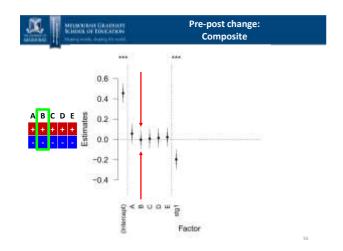


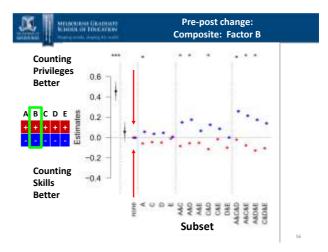


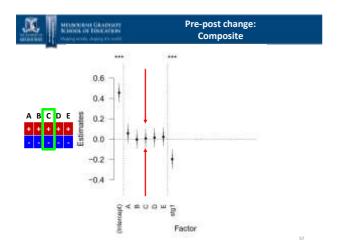


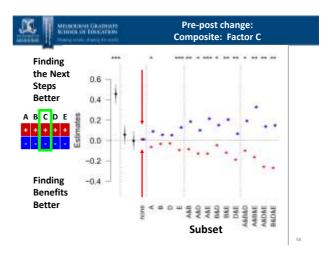


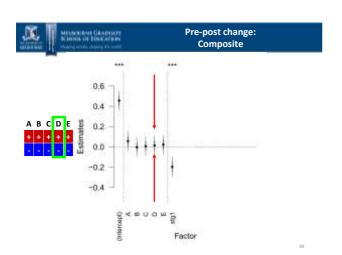


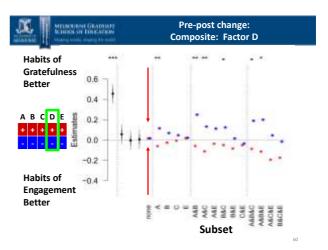


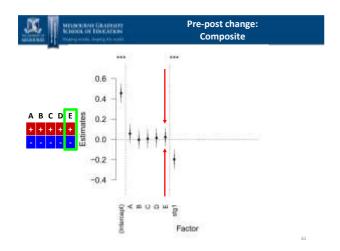


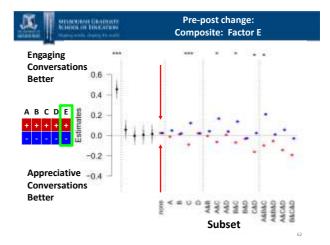


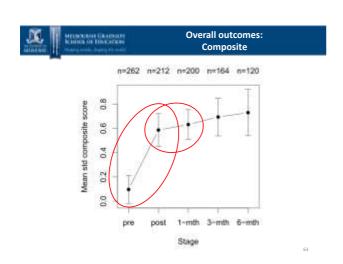


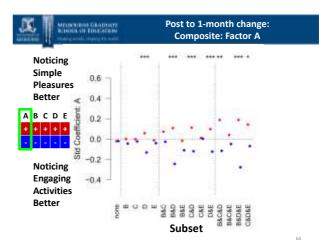


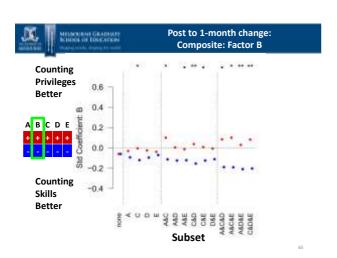


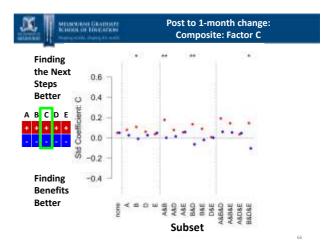


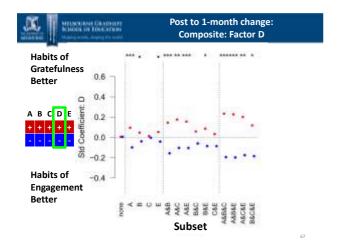


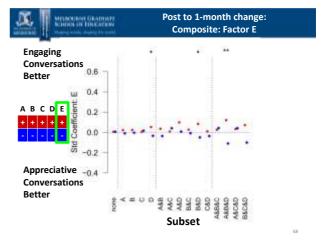














Were the hypotheses supported?

- Do exercises targeting different domains interact?
 - Supported.
- Do interactions on the same topic reinforce each other during training?
 - Yes: Finding benefits exercise and other gratefulness exercises.
 - And no: Covering both topics was typically better than either covering topic alone
 - Flow exercises were active, not passive as planned.
 - More topics → More opportunity to benefit



Were the hypotheses supported?

- Do exercises reinforce each other to stabilise/extend benefit post intervention?
 - Maybe...
 - E.g. Noticing simple pleasures + habits of gratefulness.
 - E.g. Engaging conversations + counting skills.
 - But, an alternative explanation exists:
 - Interaction effects during training were 'wearing off', plus moderate post-test gains across all participants.
 - Flow exercises were active.



Limitations

- · Flow exercises active, not passive
- · Statistical power limited
 - Attrition
 - Small explained variance (small R2)
- · Self-selection bias
 - Motivated participants
 - External factors
 - E.g. may have engaged in other well-being boosting activities after completing the exercises.



General conclusions

- · Overall exercise effects depend on context
 - Context of other exercises
 - Context of the individual important?
 - Person-activity fit
- Multi-exercise interventions are not the sum of individually-tested exercises
 - Non-linear interactions
 - Difficult to predict
- Flow can be cultivated through exercises

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Further research

- · Further testing of interactions
- · Process vs. construct
 - Exercise variants made little difference
 - Exercise pairs shared processes in common
 - E.g. engaging attention enhanced self-awareness, regardless of the construct
- 5-domain interventions
 - Unusual levels of sustained benefits
 - Was this due to using 5-domains, dosage, or just placebo, etc.

More information



rrusk@student.unimelb.edu.au

Rusk, R. D., & Waters, L. E. (2013). **Tracing the size, reach, impact, and breadth of positive psychology.** *The Journal of Positive Psychology*, 8(3), 207–221. doi:10.1080/17439760.2013.777766

Rusk, R. D., & Waters, L. (2015). A psycho-social system approach to well-being: Empirically deriving the Five Domains of Positive Functioning. *The Journal of Positive Psychology*, 10(2), 141–152. doi:10.1080/17439760.2014.920409

Rusk, R. D., Waters, L, & Vella-Brodrick, D. A. (in press). **Components of appreciative functioning: A thematic analysis of relevant literature and content analysis of existing measurement scales.** *Psychology of Well-Being: Theory, Research and Practice*

MEDICAL OF TOUCASES

Questions and comments

