

ECOLOGICAL MOMENTARY ASSESSMENT OF STRESS AND PSYCHOLOGICAL FLEXIBILITY AMONG COLLEGE AND UNIVERSITY STUDENTS

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I HAVE NOT RECEIVED AND WILL NOT RECEIVE ANY COMMERCIAL SUPPORT RELATED TO THIS PRESENTATION OR THE WORK PRESENTED IN THIS PRESENTATION.

Disclosure

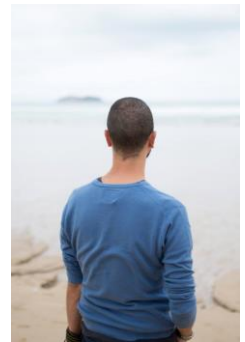
INTRODUCTION

- In Canada, a significant number of college and university students experience mental health problems (MacKean, 2011).
- These problems have a negative impact on their academic performance, school engagement and graduation rate (Keyes et al., 2012).
- In 2012, our team developed an intervention based on ACT named KORSÁ (www.korsa.uqam.ca) to promote mental health among college and university students and help them cultivate their psychological flexibility.



INTRODUCTION

- So far, the efficacy of the intervention has been tested with a switching replication research design (Grégoire et al., 2016) and a multisite randomized controlled trial (Grégoire et al., in review).
- Studies show that the KORSÁ workshops help increase students' **well-being** and **school engagement** and reduce their **stress, anxiety** and **depression** symptoms.
- They also suggest that the intervention **influenced mental health and school engagement indirectly** through its effect on psychological flexibility.



LIMITS

- We used very few waves of measurements;
- Our data are based on retrospective questionnaires where we asked participants to recall informations regarding past experiences;
- We investigated mechanisms of change at the group level.



ECOLOGICAL MOMENTARY ASSESSEMENT (EMA)

- Phenomena are captured at the moment they occur or very shortly thereafter thus reducing or eliminating retrospective recall biases.
- Participants are assessed in their natural environments, rather than in a laboratory setting, thus maximizing ecological validity.
- They are assessed repeatedly and intensively over time which increases the reliability of data (Wenz & Miller, 2010).



RESEARCH QUESTIONS

- How do students' psychological flexibility, stress and well-being change throughout the intervention?
- What is the nature of the relationship between daily psychological flexibility, stress and well-being?



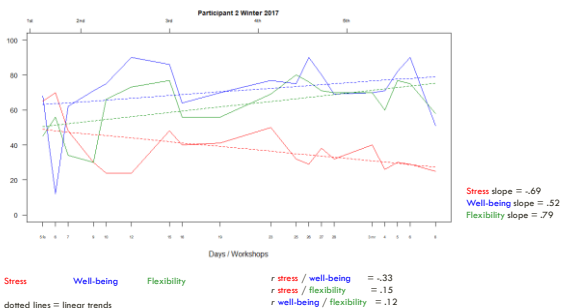
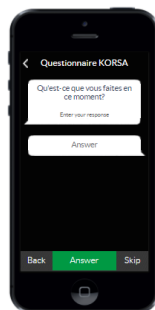
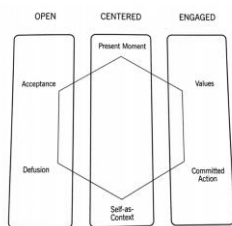
METHOD

- Participants: 38 post-secondary students (mean age = 29; mostly undergraduates women);
- Procedure
- Technology: MetricWire application (www.metricwire.com)
- Training
- Data collection
- Data analysis

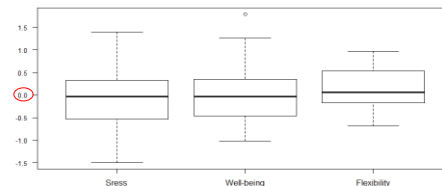


METHOD

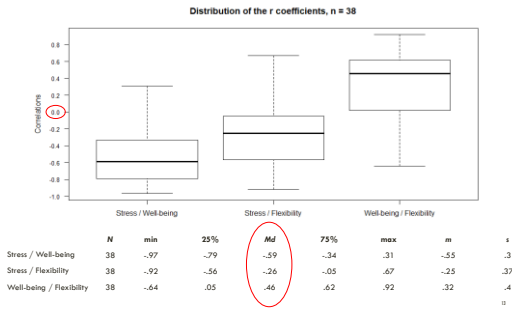
- What are you doing at the moment?
- How important is this activity for you? (flexibility)
- How do you feel right now? (well-being)
- Are you stressed? (stress)
- Are you aware of your thoughts and emotions? (flexibility)
- Are you entangled in your thoughts or emotions? (flexibility)



Distribution of the slopes, n = 26



	N	min	25%	Med	75%	max	sk	k
Stress	26	-1.5	-0.52	-0.04	0.29	1.4	-0.08	0.71
Well-being	26	-1.02	-0.44	-0.04	0.33	1.8	0.03	0.65
Flexibility	26	-0.69	-0.17	0.07	0.51	0.97	0.15	0.47



CONCLUSION

- Make a better job at building compliance.
- Put forward a RCT or a single case design.
- Find another way to measure psychological flexibility on a daily basis.



FOR MORE INFO

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