



BACKGROUND

ACT-based interventions have been shown to improve university students’ wellbeing in many ways, but closer research on the processes of change is lacking.

WELLS COURSE FOR STUDENTS

(ASIKAINEN & KATAJAVUORI, 2021)
A 7 -week 3 ECTS online course focusing on supporting the development of psychological flexibility processes and study skills. Developed based on research since 2017.
Includes weekly themes. Every week has an introduction to the theme, individual exercises and group discussion. Students set a goal for the course, which they work on during the course. Evaluation of wellbeing and study skills at the beginning and end of course. Last week of the course: reflective report about the experienced effects.

AIM OF THE STUDY

Introduce our study on the development of stress during Wells course and how process-based dimensions and physiological stress are associated with individual changes.

METHODS

The pilot study was done in 2024 to university students (N=13) participating in the Wells-course. The mobile phone app m-Path was used for daily measures:
4 times a day: **stress levels** (0-100), **happiness** (0-100), **sleep quality**
Once a day: **PBAT questionnaire**. In addition, participants wore the Empatica device throughout the course. The **EDA processed mean values** were: a 30-minute mean was used to match each stress answer to the mobile questionnaires.
Analyses were conducted using correlation and regression analyses, mixed model.

RESULTS

Regression analysis showed that difficulties in maintaining actions towards a goal (retention, t=4.07, p<0.001), difficulties expressing emotions (affect, t=4.09; p<0,001), difficulty finding meaningful ways to challenge oneself (Overt behaviour, t=4.32, p<0.001) and doing things that hurt connections to people important to oneself (Social, t=6.66, p<0.001).
EDA measurement correlated positively with sleep quality (p=0.009) and happiness correlated highly with sleep quality (r=.657,p<0.001), but not statistically significantly with stress.

Daily measures during interventions show individual variability in self-report and especially physiological data
PBAT PROCESSES EXPLAINED DAILY MEASUREMENT OF STRESS

