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Positive Psychology's PERMA Model as a Supporting Method for Student's Wellbeing Performance

Metropolia University of Applied Sciences

Bachelor's degree

Degree Programme in Social Services

Bachelor's Thesis

May 2023

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Title	Positive Psychology's PERMA Model as a Supporting Method for Student's Wellbeing Performance.
Number of Pages	38 pages + 4 appendices
Date	28.4.2023
Degree	Bachelor's Degree
Degree Programme	Degree Programme in Social Services
Instructors	Principal Lecturer Jyrki Konkka Senior Lecturer Laura Holmi
<p>This functional thesis studied if positive psychology's PERMA model could work as an intervention to improve the wellbeing performance of university students. Interest towards developing solutions for student wellbeing emerged from the writer's previous observations made through student advocacy work. This thesis was conducted in cooperation with the OHJY project, in which Metropolia University of Applied Sciences is also part of.</p> <p>Functionality of the PERMA model was studied in PERMA workshops conducted with third-year social services students. The workshops covered pillars of PERMA (positive emotions, engagement, relationships, meaning and accomplishment) and included activities such as the PERMA profiler test, assignments, individual reflections as well as group discussions. After completing the workshops, a reflection meeting was organized for gathering participants feedback, sensations, and final evaluation. Finally, the participants filled in an evaluation form.</p> <p>As issues related to wellbeing performance among students have been prominent for some time, there is a constant need for developing new, low threshold and easy-to-use methods. The PERMA workshops provided an environment for reflecting on one's overall state of wellbeing and offered various tools to recognize, work, as well as broadly improve on wellbeing factors.</p> <p>The PERMA workshops produced hopeful and positive results in the wellbeing performance of students. Moreover, the functionality of the PERMA model is broad as it can be implemented in both individual and group settings, and among people of all ages. The PERMA model works also among different groups of people and especially professionals in the social services field can use it creatively as a part of counselling tool in client work. Furthermore, workshops related to the PERMA model offer an optional method for supporting wellbeing performance.</p>	
Keywords	student's wellbeing, wellbeing, positive psychology, PERMA-model, workshop, study ability

Tekijä	Julia Keurulainen
Otsikko	Positive Psychology's PERMA Model as a Supporting Method for Student's Wellbeing Performance.
Sivumäärä	38 sivua + 4 liitettä
Aika	28.4.2023
Tutkinto	Sosionomi AMK
Tutkinto-ohjelma	Degree Programme in Social Services
Ohjaajat	Yliopettaja, Jyrki Konkka Lehtori, Laura Holmi
<p>Tämän toiminnallisen opinnäytetyön tavoitteena oli tutkia positiivisen psykologian PERMA-mallin hyödyllisyyttä opiskelijoiden hyvinvointia tukevana tekijänä. Mielenkiinto hyvinvoinnin tukitoimia ja niiden kehittämistä kohtaan nousi opinnäytetyöntekijän aiemmin tehdyistä havainnoista opiskelija-aktiivi toimien parissa. Opinnäytetyö on tehty yhteistyössä OHJY-hankkeen kanssa, jossa myös Metropolia Ammatti-korkeakoulu on osallisena.</p> <p>PERMA-mallin toimivuutta kokeiltiin PERMA-työpajoissa, joihin osallistuivat kolmannen vuoden sosionomiopiskelijat. Työpajoissa perehdyttiin PERMA-mallin kaikkiin pilareihin (positiiviset tunteet, uppoutuminen, suhteet, tarkoitus, saavutukset) sekä sisälsivät toimintoja PERMA profiler- testin, tehtävien, itsenäisen reflektoinnin sekä ryhmäkeskustelujen parissa. Työpajojen päätteeksi järjestettiin vielä reflektointi sekä palautepaja, jossa kerättiin osallistujien palautetta, tuntemuksia sekä arviointia omaa kehitystä kohtaan. Lopuksi osallistujat saivat vielä erillisen arviointilomakkeen täytettäväksi.</p> <p>Opiskelijoiden lisääntyneet hyvinvointiongelmat vaativat jatkuvaa uusien, matalan kynnyksen sekä helppokäyttöisten hyvinvointia tukevien menetelmien kehittämistä. OHJY-hankkeen kehittämien menetelmien tavoin myös PERMA-työpajat mahdollistivat ympäristön oman kokonaisvaltaisen hyvinvoinnin pohdinnalle ja tarjosivat monipuolisesti työkaluja hyvinvointitekijöiden tunnistamiseen, työskentelyyn ja niiden kehittämiseen.</p> <p>PERMA malliin perustuvat työpajat tarjosivat vaihtoehdoisen menetelmän hyvinvoinnin tukemiselle opiskelijoiden parissa. Lisäksi PERMA-mallin käyttötarkoitus on laaja, sillä sitä voidaan soveltaa yksilö-, sekä ryhmätasolla ja myös eri-ikäisten ihmisten kanssa. Eri ihmisryhmien kanssa työskentelevät sosiaalialan ammattilaiset voivat myös käyttää luovasti PERMA-mallia osana ohjaustyökalujaan asiakastyössä.</p>	
Avainsanat	opiskelijoiden hyvinvointi, hyvinvointi, positiivinen psykologia, PERMA-malli, työpaja, opiskelukyky

Contents

1	Introduction	1
2	OHJY- project	2
3.	Social counselling	4
	3.1 Interaction and dialogue	4
	3.2 Participation	5
4.	Student's wellbeing	8
	4.1 Defining wellbeing	8
	4.2 Student's wellbeing	9
	4.2.1 Ability to study.	9
	4.2.2 Wellbeing factors	11
	4.3 PERMA and wellbeing	13
	4.3.1 Five pillars of PERMA	14
	4.3.2. PERMA in school context	15
6.	Implementation plan	19
	6.1 Planning process	19
	6.2 Collecting participants for the study	20
	6.3 Research methods	21
	6.4 Ethical consideration	21
7.	PERMA workshops	22
	7.1 PERMA- assignments	23
	7.1.1. Positive emotions	25
	7.1.2. Engagement	26
	7.1.3 Relationships	27
	7.1.4 Meaning	27
	7.1.5 Accomplishment	28
	7.2 Structure of the workshops	28
8.	Workshop findings and evaluation	29
	8.1 First workshop	29
	8.2 Second workshop	30
	8.3 Reflection meeting and evaluation form feedback	32
9.	Conclusion and discussion	34

Appendices

Appendix 1. Information Form

Appendix 2. Consent Form

Appendix 3. PERMA Evaluation Form

Appendix 4. PowerPoint Presentation

1 Introduction

Positive psychology has been on the surface for a while now and could be seen as some sort of a trend in people's lifestyle. One may spot for example, increased fame of mindfulness, positive psychology and pedagogy applied more into working and educational field as well as gratitude and resilience as trendy concepts covered in social media. However, positive psychology is not a trend for nothing as it can offer a lot to people's wellbeing. Positive psychology's creator Martin Seligman introduced it for comparison to common psychology that often focuses more on finding and analysing people's flaws, symptoms, and diagnosis instead of focusing on positive aspects and strengths within life (Seligman, 2000 p.6). In psychology people were often seen as passive actors and their wellbeing was often depending of an external factors that person itself could not impact on. Seligman (2000) however, thought differently about that. Individuals can by themselves matter in their wellbeing and positive psychology offers alternative perspective for studying and improving wellbeing.

Students weakened wellbeing is another topic that has gained a lot of attention lately. Students' wellbeing and study competence has been at stake after covid-19 pandemic forced educational system to transfer teaching to fully online. Online and distance studying has created whole new sort of wellbeing related challenges among students such as experiences of loneliness and concentration issues (THL,2020). Pandemic time also highlighted students lacking on level of life management skills. Situation within pandemic and restrictions has been now retired and many steps towards improving students' wellbeing has been taken. However, improvements are still needed so could positive psychology offer optional contribution for student wellbeing as well? At least if entrusting to Seligman's theory and its effectiveness on wellbeing it should be worth of trying.

Passionate interest towards positive psychology and student wellbeing occurred this functional thesis aim to study if positive psychology could be seen and used as optional tool among student wellbeing practises. After been actively

participating in student association work and tutoring the need for developing student wellbeing services has become very clear. Since I already had a certain idea that I wanted to start to develop I was happy to find project with same aim. OHJY project is a joint project of certain universities for improving student wellbeing. It aims to find new solutions for studying and develop student wellbeing services in varying ways. Therefore, the development idea of this functional thesis is to find optional solution for the OHJY project to benefit from.

This thesis aims to find out if positive psychology's PERMA- model could improve students wellbeing through group workshops. Reason for use of PERMA- model in this study bases on its measurability and previous positive results in connection with wellbeing. Utilizing workshops is based on their effectiveness as common sharing and learning space. Possible beneficial results of this thesis not only proof the power of using positive psychology themed workshops among wellbeing improving it also benefit OHJY project and therefore whole students' wellbeing services system.

This paper begins with deepening with working life partner OHJY project and continues to introduction of theoretical background which offers deeper insight for wellbeing in general and through PERMA-model. Also concepts under social counselling are covered since they are relevant actor in context of workshop policy but also relevant for Bachelor of Social Services. After theory section paper continues with implementation plan section where process of workshops will be explained. Lastly I will discuss about workshop findings and results formed based on them.

2 OHJY project

Working life partner of this thesis is Universities joint project called OHJY- project (Ohjauksella Hyvinvointia). OHJY-project is Diak university's supervised common project of multiple association universities and other associations such as student unions and organization activists. In total project includes 11 different operators.

OHJY project aims to improve student's wellbeing and study competence as well as to offer for both students and staff activities and tools to strengthen managing, study ability and communality. The project receives funding from the Ministry of Education and Culture. (Ohjauksella Hyvinvointia, 2021).

Metropolias webpage (2020) describes that OHJY project especially focuses on decreasing discrimination and exclusion among online studying by creating support measures to enhance students' digital skills as not every student is as skilful in online world. Aim is also to increase students' participation and communality so that wellbeing and performance is guaranteed also in exceptional circumstances. This contributes every student to improve skills and abilities, finishing studies with good outcomes, orientation to continuous learning but also enabling opportunities for meaningful, peculiar life.

OHJY-project intends to achieve its aims by dividing them into six smaller subgoals which have been divided between partner associations. According to Metropolia (2020) following subgoals are:

1. Producing and offering high quality project management. This enables functioning cooperation between project partners.
2. Strengthening online support measures and innovating new ways to approach students online as well as finding ways to support them better remotely.
3. Building low threshold guidance and wellbeing support measure services, that are also functional remotely.
4. Strengthening students' study- and life management skills. Studying nowadays is more demanding and therefore, one needs to be able to self-directed and manage with different sort of online study platforms.
5. Enhancing student wellbeing promoting among the staff. This enables practises to settle as a part of school system and therefore provides also better environment for student wellbeing.

6. Producing a model for promoting students overall wellbeing throughout their entire study path. Modeling combines the best practises of the project in supporting student wellbeing throughout the entire educational journey.

3. Social counselling

Social Welfare Act (2014/1301, 16§) describes social counselling in following way: social counselling means support, guidance and service management of individuals, communities, and families. It aims to improve individual and community wellbeing as well as participation by strengthening life management skills and performance. A social field professional uses social counselling in their daily basis in work life and it is core tool for working with people. One of the main aims of social field professionals is to advocate as well as help people to take steps towards changes that improve one's life and wellbeing. Social counselling can be done in varying ways as long as it aims to enhance. As this thesis aims to improve students' wellbeing performance by using workshops it can be seen as a form of social counselling as well. Social counselling includes many methods that can be used widely in many circumstances. However, there are some core socio-pedagogical concepts that should be invested social counselling to be efficient such as interaction and dialogue. In this section I will unwind concepts relevant to this study.

3.1 Interaction and dialogue

According to Hämäläinen (1999) interaction is a relationship in which both parties effect each other and provide changes within one another. The best possible result of these relationships is that they appear human growth meaning things such learning new, deepening awareness, personality growth, increased life management skills and construction of self. Dialogue is creative thinking together which will emerge some new kind of understanding, a shared meaning. Dialogue can be among many people but does not necessarily need lot people to happen if the spirit of dialogue is apparent. (Bohm, 2017 p. 2). Bohm (2017) states that dialogue differs from other forms of conversations since it does not aim to debate or find winning parties. Dialogue includes active listening,

curiosity, and open sharing. It is not about being right or wrong, nor about judging other people's values or opinions but to have many positions that are equally mattering. For professional of social services both concepts are important for building relationship with a client. Metteri & Mönkkönen (2009) points out about dialogue that besides thinking together it is also constructing knowledge together. Both client and the worker are jointly finding new ideas and solutions as they build knowledge. Dialogue does not also base only on one person's opinions nor terms because neither one of them has the answer beforehand. Important part of dialogue is "not knowing". (Metteri & Mönkkönen, 2009).

Dialogue and interaction are relevant concepts concerning this study as well. In the workshops forming safe space enquires these elements. Even though the idea on my behalf is to guide and share new information to them about PERMA, finding new solutions and building common knowledge through sharing is the whole point which is also the most beneficial.

3.2 Participation

Word participation (*osallisuus*) has at least three meanings in Finnish language and in this context I will be implementing two of them (*osallistaminen ja osallistuminen*). In social pedagogical context participation (*osallistaminen*) describes relationship between the individual and society. Participation is needed individual to connect and feel sense of belonging to different social institutions and cultural structures that are inevitable for the life management. (Hämäläinen, 1999). Individuals' capability to participate is therefore qualification for wellbeing as well. As this thesis development task is to find solutions for improving students' wellbeing performance participation is relevant aspect to take into consideration. Seligman (2011) also highlights the importance of "sense of belonging" referring to concept of meaning. Boniwell and Tunariu (2019, p.104) adds that meaningless life can increase one's encounters with negative experiences.

Participation (*osallistuminen*) in a way of taking part in something is also relevant in this study since one can take part in workshops without feeling connected. However, the goal of the workshops is that person could be seen and find more

those social institutions that would serve their participation and therefore give them meaning. In universities student activities such as students' association work and tutoring play a huge role among students' general satisfaction towards study and offers them to attach to their study community better. Student community can be one example for students to feel connected, but it does not necessarily suit for everyone. Goal of the workshops is to find something for everyone that they could feel connected to and strengthen that.

3.3 Empowerment

Just like word participation, empowerment is also a word that has multiple meanings in Finnish language. Empowerment indicates for example to Finnish words: voimaantuminen, voimaannuttaminen, voimaantunut and they all differ based on context. However, word empowerment should not be translated since it does not translate appropriately to other languages and creates issues concerning dimensions of power (Pekkarinen, 2014). I will delve more into this in the end of this chapter. However, it is good to be aware of them, since in Finnish language meanings of the word differ a lot which is essential to understand concerning working in social field. Siitonen (1999, p. 93.) describes empowerment (voimaantuminen) in following way:

” Empowerment is originating within the person itself: power cannot be given to another. It is a personal as well as social process that cannot be produced and caused by another person. Empowerment is a process or a chain of events where the circumstances of environment (such as freedom of choice and safe atmosphere) can be significant and therefore empowerment can be more likely in certain environment than in another.”

Siitonen (1999) adds that empowerment (voimaantuminen) is a process where person acknowledges that they can impact on their own situation. It is about finding one's own strengths and ways to helping oneself. Voimaantuminen is not possible by external force nor by that decision made by others. When person is empowered (voimaantunut) they have found their recourses and are able to act on them (Siitonen, 1999, p.3)

Empowerment as (voimaannuttaminen) however, Siitonen (1999) sees a bit problematic since person cannot empower another directly. Anyhow, one can offer suitable environment and atmosphere for another to acknowledge their resources. These matters are for example, wellbeing, open conversation, trust, and respect supporting environment. (Siitonen, 1999, p.96).

Empowerment in this study context means to enable environment where students could acknowledge and find their strengths as well as their individual resources. As a social services professional empowerment is necessary to understand because it is used often in client work. However, understanding the main point is relevant: one cannot transfer empowerment to another, it has to start and come from the person itself. Empowerment as a context hidden a lot of power which creates ethical issues concerning its use (Pekkarinen, 2014). Since empowerment is something that individual experiences oneself the power one is having inside should be found independently by own will. This therefore means that the experience of empowerment comes within individual process, feelings, and actions. Empowerment in social context can be also understood that a social work professional could be one doing that for the client. However, this is tricky since as a social work professional one should work alongside client, not over them. Anyhow, Pekkarinen (2014, p. 73) highlights that already a decision with using empowerment (even though if it is used not directly towards to person, but more in a way of offering a creating safe space) is controversial because then the worker has already made assumption that the client needs it. This means that the power is sort of taken by the worker over the client. (Pekkarinen, 2014, p.73). On the other hand, in context of this study and workshops, the decision whether the participator experiences empowerment comes within oneself. In context of workshops, empowerment means creating a safe space for all to share and feel safe. Aim of this study is not to empower participators even though as an outcome it would be idealistic but to offer optional ways to improve wellbeing. It is more about service management and the final decision if the participators will use it is on their hands, I just inform them about the options. Participator then itself decides whether workshops and content of it was useful.

4. Student's wellbeing

4.1 Defining wellbeing

When studying wellbeing we must first understand what wellbeing actually is and means. WHO (World Health Organization) defines wellbeing in following way: "Well-being is a positive state experienced by individuals and societies. Similar to health, it is a resource for daily life and is determined by social, economic, and environmental conditions." In a nutshell wellbeing is universally often defined to construct of multiple objects mentioned above. On the other hand, Michael Bishop (2015 pp.7-13) suggests another definition for wellbeing called Network theory of Wellbeing. He suggests that wellbeing is more of a positive state which is a result of a continuum of positive causal network. He states that wellbeing is a condition which in advantageous conditions happen to repeat itself and therefore strengthen even more the state of wellbeing (Bishop, 2015p.12). For example, a person who has already some positive traits or his personality contains traits such as optimism and positivity that combined with good and wide support network, such as trustful and supportive relationship and friends, it creates a state of wellbeing and makes person to feel positive feelings like happiness and hope. This enables his self-esteem, motivation, and resilience to increase which therefore enables person to put more effort for instance, on his work. If then this person success in his work it strengthens the state of happiness by enhancing positive feelings which again strengthen other areas of life, like relationships by increasing wellbeing state again. This cycle is called a positive professional success cycle. (Bishop, 2015 p. 9). Work in this case could be replaced also with some other matter, like hobby that the person is valuing and sees as important. However, the point is that wellbeing as a state means that person is in a state of positive causal network which also allows the continuum of wellbeing state. Bishop points out that person can however consider his wellbeing to be okay even though he is not in a positive causal network and is missing some of the features. For example, person A is having a hard time due to work which makes him feel sad and exhausted, but he is having caring family and spouse around him which can cause A: s life to turn out better. Wellbeing is individual experience and can differ a lot from how and in what circumstances people experience it.

In the field of psychology and positive psychology wellbeing is used as umbrella term for numerous different concepts related to wellness (Boniwell & Tunariu, 2019, p.62). Umbrella term means that the term in question is used to cover varying category of subjects under it (Wiktionary, 2022). Related and under concept of wellbeing is often talked about happiness, flourishing and subjective wellbeing. Within psychological context happiness is talked about to be common sense, lay representation of wellbeing (Boniwell & Tunariu, 2019 p.62). Flourishing therefore indicates for a wellbeing that includes personal growth and self-transcendence (Boniwell & Tunariu, 2019 p.62). Subjective wellbeing is also multidimensional construct word meaning that it refers to many aspects but is treated as one theoretical construct. Subjective wellbeing demonstrates how people evaluate their own lives in terms of affective and cognitive components of wellbeing. Simplified to say how people consider their wellbeing (Boniwell & Tunariu, 2019 p. 63).

4.2 Student's wellbeing

4.2.1 Ability to study.

In last chapter I delved into meaning of wellbeing. It is a state on which external factors such as economic, social, and environmental are highly affecting on it (WHO 2023). Michael Bishop added that wellbeing is a state which is a cause of a continuum of positive and advantageous happenings which then tend to strengthen the state of wellbeing (Bishop 2015 p.15).

Focusing now on the wellbeing of students should mean considering of what sort of happenings are advantageous for them then. Anna Alexandrova (2017) strengthens this viewpoint. She addresses in her book that wellbeing experienced in childhood has a strong connection to the wellbeing in adulthood since different stages of life enquire different abilities which then prepare for the next stage. There are some core capacities for every stage of life, and they are connected to the experienced wellbeing. For example, safe attachment must be achieved during infancy to be able to create relationships in future. For a toddler it is about development of autonomy, exploration and individuation which are necessary abilities the overcome at this stage of childhood. (Alexandrova 2017,

p.70). Different stages include different development capacities which should take into consideration in relation to the environment. Same capabilities cannot be assumed from a toddler than a teen and this should be taken into account also when pondering wellbeing, especially among children and youth. (Alexandrova 2017, pp.70-76). Therefore, in this study context when the focus is on students their development stage should be thought as well.

Alexandrova (2017) ends age listing of the developmental stages to teens and tweens which indicate to the age group of 8-19 years old (Alexandrova, 2019; Curtain, 2023). Skills of that age group are concerning mastering cognitive processes, emancipation, and self-identity. According to Haapamäki (2018) students in universities are usually late teens, in the beginning of their early twenties so cannot be directly concluded based on Alexandrova's which are the most crucial developmental issues for them. However, some of the students starting in university can be 19 years old which then could include them still into developmental stage of tweens. The question therefore is that are the demands of the students over the developmental skills and capacities? Alexandrova also points out the relativisation of capacities of environment meaning that different cultural, historical, and social ecologies invite and enable different capacity realisation. In Finland education in general as well as higher education has always been valued and is highly appreciated societally. Education is seen as a guarantee of freedom as well as a protection against exclusion. (Valtionneuvosto, n.d).

All earlier mentioned matters impact on students' ability to study. According to Meriläinen, Haapala and Vääntinen (2013) sense of coherence is important in context of study ability. Sense of coherence indicates to life management and persons individual ways to react and view life perceivable. It also indicates to feelings of competence, life satisfaction and wellbeing in general. In study context sense of coherence means individuals ability to react study environments challenges and stress. An individual who has strong sense of coherence receives difficulties as challenges and does not instantly give up or get depressed. Since sense of coherence also effects on experienced wellbeing state it is relevant factor on behalf of study ability as well. (Meriläinen, Haapala and Vääntinen, 2013 pp. 26-27). Study ability itself forms from interaction between

study environment and student. In Finnish student health services (Kunttu, 2022) picture down below demonstrates different areas of study ability. Those are personal resources, study skills, study environment and teaching and counselling. All of the elements are affecting on each other and maintaining balance between them is essential. For example, if a student is having good studying skills and she is having supporting study community, those might serve her even if her personal resources are limited or tight. On the other way around, if student is having good personal resources they might serve her through insufficient study circumstances. (Kunttu, 2021).

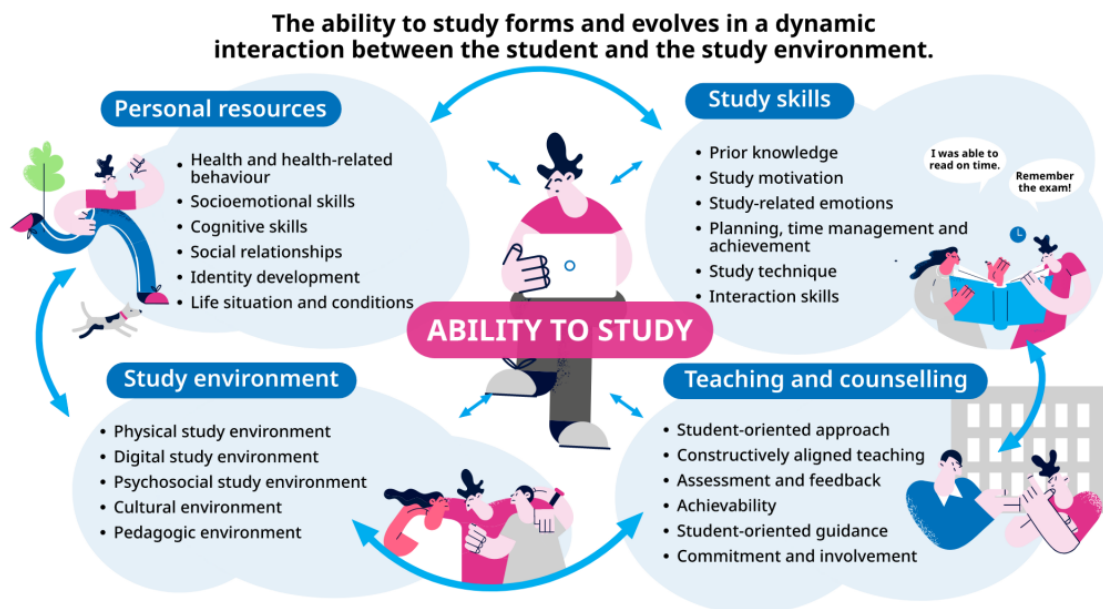


Image 1. Updated study ability model 2022 is based on the model published by Kristina Kunttu (2006).

4.2.2 Wellbeing factors

Latest research shows that students well-being has still been decreasing. (FSHS; THL, 2021) For example, according to the University student's health and wellbeing - research (KOTT, 2021) every third student is experiencing some sort of anxiety-depression symptoms and especially women university students are feeling worst. Quite similar results can be seen also from the

KOTT- research executed 2016, where women university students were also highest group to report exhaustion due to studying. However, in study from 2016 it seems to be that women studying in university of applied sciences (23%) were on that year more exhausted where in last year's study women in universities (47.5%) were on top of the list due to same reason. On 2021 KOTT- research women in universities (34.4%) felt partly that they are drowning into schoolwork where men (29%) resulted with lower percentages. At the same time women studying in university of applied sciences scored 31.3% under same topic and men 29.4%. What comes to the result among men, those who were studying in university of applied sciences experienced more feelings of drowning into schoolwork than men in universities. In 2016 KOTT- research men studying in university (9%) had least feelings of drowning into schoolwork. From these results we can ponder if studying in university of applied sciences has become harder, or has workload got bigger. Same can be thought about women in universities, since the results have come other way around as well. However, have to be taken into notice, that big changes and crisis have occurred between of these study results, like Covid-19 which has affected on students' overall wellbeing in whole new way.

Another important factor as wellbeing admin is resilience. According to KOTT- research university students lack with resilience and having good coping as well as life management skills within their everyday life in overall. KOTT, - research (2021) also discovered that students were lacking with sleeping enough and eating well.

Resilience describes individuals' flexibility to in response to challenging situations and demands and ability to recover from negative emotional experiences (Boniwell & Tunariu, 2019). Multiple research projects conducted with younger children which aim to find out preventive matters in later life. For instance, Place (2006) discusses in her paper about the power of positive psychology among adolescents and younger children where positive psychology bases are embedded in school context. The aim of the project was to imply topics of positive psychology such as positive emotions and personal strengths into everyday life of school by operating school environment so that it supports and improves children resilience and wellbeing. Article mentions high pressures as well as

confusing demands and messages as one factor for different wellbeing issues of youngsters. The head principal of the school brings out that adolescents are meant to make mistakes and take risks and in those situations it is the coping skills that really matter (Place, 2006). Also, the reason why resilience improving should be built already in childhood has studied widely. For example, according to Winston and Chicot (2016) already infancy is crucial time for brain development as well as first two years of life. Parents care and love are crucial factors for baby's wellbeing and with good bond children are most likely to grow happier and resilient adults. However, Seligman (2011) adds that resilience and optimism can and should be learned and improved throughout whole life and is beneficial at every point of a lifespan. Even though students might not have the best resilience skills at the current moment of their life, they can benefit from improving that in many ways. For example, resilience is needed to bounce back from various changes and happenings in personal life, in school as well as in societal level (Boniwell & Tunariu, 2019, p.140). As a student one is able to assimilate lot of information, tackle with demands within school but also learn and grow from those.

4.3 PERMA and wellbeing

According to Seligman's wellbeing theory of PERMA there are five elements for flourishing which are the core for wellbeing. By flourishing Seligman refers to humans need to thrive, enjoy, and make life most worth living instead of only surviving through the life. Even though wellbeing is individualistic concept and person experience wellbeing in varying ways, Seligman believed that the core of it can be divided into these five elements since they all contribute to wellbeing in different ways and in varying degrees. Good and flourishing life for one does not necessarily mean the same to another and there are multiple ways for flourishing life. (Positive Psychology Center, 2023; Seligman, 2011)

4.3.1 Five pillars of PERMA

The five elements that contribute to wellbeing are positive emotions, engagement, relations, meaning and accomplishment (Positive Psychology Center, 2023; Seligman, 2011 pp. 30-38). Positive emotions stand for feelings and values such as joy, love, gratitude, hope, and compassion. Tugade and Fredrickson (2004) state in their article that positive emotions are important part of improving wellbeing since when they are adapted habitually into everyday life they can decrease negative emotions effects or even grow resilience. Seligman points out however, that the experiencing positive emotions is individual which indicates that some people are able to feel more positive emotions and they also tend to vary within range. How much person is able to feel positive emotions also depends on their heritage (Positive Psychology Center, 2023).

Engagement. Engagement is about finding flow, which occurs when person is doing something that is challenging enough but still manageable. It is a balance between skill and a challenge. To be able to experience flow, one must be aware of their top strengths. Doing something that one really possesses increases positive emotions which are connected to wellbeing.

Relations are a pillar that are about importance of social interactive relations one is having in their life. Experiences one gets from relationship usually contribute wellbeing through feelings such as joy, support, love, and being valued by others. Valuing and putting time on enhancing relations with the closest ones increases wellbeing and life-satisfaction. Relations and connection can also give life meaning and purpose (Positive Psychology Center, 2023).

Meaning indicates to serve and belong to something greater than us. When one is having purpose in life it is easier to focus on things that really matter. Societal institutions like, family, religion and work organizations are examples where one can sense meaning. Accomplishment aka mastery or competence is a result of working on something important or reaching goals. It is related to wellbeing because achievements give one a sense of pride (Seligman, 2011). People pursue accomplishment even though it does not lead to positive emotions or meaning. (Positive Psychology Center, 2023); Seligman 2011 pp.30-45)

4.3.2. PERMA in school context

Heshmati et al. (2021) proposes in their paper that the foundation and base for early adult's wellbeing is on developmental tasks that include competence and identity such as work and purpose, and intimacy to others. They made research via network analysis among university students where investigators concluded 14 day- study about the connection between PERMA pillars and one's wellbeing. Study results concluded that relations were most essential pillar of PERMA among young adults' wellbeing since their life mostly consists of different sort of leisure activities with other people as well as romantic relationships. Connection with other seemed to be important for youth's this age. Other significant pillar was positive emotions since feeling them was correlated to the better and positive wellbeing. Both relations and positive emotions were highly linked to each other and together formed a base for wellbeing in general among young adults as sharing and tightening each other's elements. As combined they also created strong correlation to other pillars of PERMA. (Heshmati et al. 2021). However, this research lacked with having more specific information on longer period of time, which could be essential for future continuum and preventive matters. In university students' personal life there might occur problems in relations, lack of having meaning in life or unhappiness in everyday life in general which can occur in dissatisfaction in own life and emotional exhaustion. In school context issues may be related to lack of motivation or achievement which can be seen as poor school performance or stress.

Whereas if thinking context of wellbeing and happiness, are hedonic and eudaimonic happiness often talked as separate factors since hedonic represents one's extrinsic foundations of happiness like joy and happiness, and eudaimonic represents intrinsic like purpose and meaning- both of these can be found from one's personal as well as academic life (Boniwell, Tunariu, 2019). Seligman (2011) however, added that those two needs to be combined for person to be truly happy and nourishing and therefore using and applying PERMA-model into students' life could be beneficial, since it combines factors from both hedonic and eudaimonic happiness. From this we can also conclude that focusing on improving students' positive emotions and relations could increase their happiness and wellbeing in general but also in academic success since positive

emotions lead one to study and studying leads into mastering of the skill or information. Mastering therefore leads into success. (Leskisenoja, 2016 p.39) According to Leskisenoja (2016 p.38) studying should be always connected to positive emotions. Broaden and build- theory also supports this (Fredriksson, 2001). Theory suggests that positive emotions have long term effects on persons wellbeing since experiencing positive feelings make us not only not feel better in that situation, but also to think and see things (problems) more openly and wider and optimistically. When we do that actively, we are able to get more out of situation and more options and therefore solutions. Positive emotions then combined with the building effect have ability to build beneficial resources for one to use when needed. (Boniwell, Tunariu, 2019). According to Boniwell& Tunariu those recourses cover for example, physical, (cardiovascular health) intellectual, (problem solving) social, (maintaining social relationships) and physiological recourses (optimism, resilience, goal orientation).

Leskisenoja focuses more on her doctoral thesis on creating and finding wellbeing in school environment by also implementing PERMA-model among children. She discusses in her dissertation the most important pillar to be relationship concerning peer students and the teacher. Positive relationship with teacher increases motivation towards studying as well as teachers expressed care and respect (Leskisenoja, 2016 p.58). According to her study also modified school environment played a huge role in students experienced wellbeing. Those were for example, open, active learning and innovative class and school environment, safe and approbative atmosphere, cooperation between school and home, parents support as well as positive relationships. Study also shows that pedagogical methods used by teacher had a big influence on student's wellbeing. More specifically those methods were positive interaction and practicing social skills. (Leskisenoja, 2016 pp.56-59). Downside for this research, however, is that it is conducted with children and not cannot be therefore straight related into wellbeing among university students. Relation between the student and teacher, anyhow, is more interesting. Even though relationship with teacher is maybe more relevant in lower educational levels, it can play a big role also in universities. Yet, many other aspects and methods can be taken into consideration for improving university students' wellbeing based on this research, such as

focusing more on enhancing school environment, atmosphere in classrooms but also concentrating more into improving positive sharing.

Besides Leskisenoja (2016), Doizan (2021) conducted her dissertation also in school context. Among other important recourses for one's wellbeing mentioned before in this paper, good self-esteem is also significant factor on one's wellbeing. Doizan (2021) studied self-esteem improving using strengths-based intervention among secondary students. That case study produced good outcomes due to topic since results indicated that after intervention students were more aware about strengths in general, what are their core strengths as well as how to acknowledge them and why it is beneficial.

Strength awareness would be beneficial also among university students, because inside of universities pressures are high time to time and focus often on flaws and mistakes. Recognising own core strengths could give direction in one's life in overall, for example when thinking about future job. Strength awareness could also increase "outside the box"- thinking and therefore offer new insights and solutions for students studying problems for instance. It could also ease future planning as well as assignment performing since one would be able to use their character strengths. Beside studying strength awareness is also essential for Bachelor of Social Services since one can really benefit from strong use of character strengths in the field. Work can be very demanding as also burdening which challenges worker to be able to set limits and using varying coping skills.

5. Development task

As already discussed in previous chapters, wellbeing of a student's consists of varying factors. Students' ability to study was important entirety when examining student wellbeing. The balance between personal life recourses and study environments support was important for wellbeing experience and in need stronger element can compensate weaker element. (Kunttu, 2021). Alexandrova (2017) however pointed out that individual's developmental stage in contrast with environments demands is also relevant factor on experienced wellbeing. University student's health and wellbeing – research (THL, FSHS, 2021) denotes that

there is still lot do to improve students' wellbeing in many levels of life and for doing that we have to examine external demands and students' capabilities to response them. Beside high pressures society sets for high education also matters such as financial cuts, chase of effectiveness and execution time are stigmatizing nowadays university studies. Often times students have to work at the same time getting by. Everyday life is more constant overcoming and time for recovering is lessen. (Niskanen 2020 p.15). Therefore, students need more support and help for example with stress control, study ability, time management and studying related problems (Kunttu, Pesonen & Saari 2017 p.47). These are all parts of life management skills in which for example, PERMA model could be used for struggling with these issues.

As presented previously in this paper, studies made in relation of positive psychology and wellbeing has been made quite many before but not so widely in context of Finnish university students. Previous studies demonstrated positive outcomes about using PERMA as an improving element of wellbeing among students. Heshmati et al (2021) noted that positive emotions and relationship are fundamental wellbeing factors for young adults. According to KOTT-research students were lacking on many areas of live like for example in sleep, stress coping, and in general everyday life management skills (Kunttu, Huttunen, 2016). Study ability model (see image 1.) clarified relevant factors considering students study ability. All four dimensions study skills, personal recourses, study environment and teaching and counselling were linked and affecting together, and each dimension affects one another. If case some of the elements is weaker a stronger element can back up other one and thereby maintain balance. (Kunttu, 2021.) Those four dimensions can be implemented through PERMA model as well. Examining one's life through pillars of PERMA can open up and offer many answers to problems concerning study ability. For example, personal recourses can be observed by scoping one's relationships, engagement and meaning. Accomplishment offers good perspective for investigating study skills for example by reflecting on motivation. (Madeson, 2017) Seligman (2013) points out that intrinsic goals such as connection and growth lead to greater experience of wellbeing than external goals like money and success.

Due to issues stated above need for studying the effectiveness of PERMA model using in context of student wellbeing performance is beneficial and it formed to be the development task of this study. Information gained from previous studies and analysis based on them raised questions that I hope to get answers to are:

1. Could PERMA-model be supporting method for wellbeing performance among students?
2. Could workshops be the way for implementing positive psychology into students' awareness?
3. How could school environment include/organize positive psychology and PERMA related activities?

Development task of this thesis was developed in cooperation with the working life partner. On behalf of Metropolia's part in OHJY project development goals were linked to enhancing student wellbeing by developing service process of guidance and wellbeing support measures as well as creating an online course as a method for supporting student wellbeing. (Ohjauksella hyvinvointia, 2021). Together with working life partner coordinator we agreed that my idea about studying positive psychology's possibilities on wellbeing performance was well fitting in OHJY project. We agreed together that executing this study with students of Metropolia for gathering data in forms of workshops would be beneficial.

6. Implementation plan

6.1 Planning process

Before starting the whole thesis process, I had a quite clear picture of what I wanted to do. I created strong interest towards positive psychology through an exchange minor had in Amsterdam in previous spring so I basically had a ready idea for what I needed working life partner who could benefit from it or directly need a study about it. I went through Metropolias' projects and found OHJY

project. I straightforwardly contacted the Metropolias project manager and arranged a meeting. We had a couple of online meetings where we discussed about their wishes towards the thesis, but they thought that my idea went well under their development tasks as it was, and they did not yet have similar positive psychology and PERMA-model applied.

Forming a clear picture how to execute development task took time to build up. PERMA-model was chosen because pillars of it are measurable which would therefore ease the evaluation process. While reading previous research for the background theory about using of PERMA in connection with wellbeing enhancing strengthened and clarified elements to apply it to workshops. Alongside within writing process the picture about development task, workshops and their implementation got clearer.

6.2 Collecting participants for the study

I decided to gather Social Services students for the workshops. I narrowed down the target group to one field of study and one specific class of third year students of Bachelor of Social Services on Finnish side programme. I shared the information text about my thesis and workshops to a friend of mine that I knew was a student of that class and she forwarded the message into their group. Students who were interested then contacted me for further information about workshop schedules and possible questions.

I received eight answers from students who contacted me for interest towards the workshops but five of them withdrawn due to incompatibility of workshop schedules. Therefore, I ended up getting three students and we were able to agree meeting times for the workshops. The amount of the participants ended up being much less than I preferred but due to hurry and limited time I had to proceed with participants I managed to get. With these three participants we agreed schedules for workshops, which took place at campus areas.

6.3 Research methods

Aim was to receive overall idea if PERMA-model offered wellbeing performing elements by gathering data from workshops, tests, and evaluation form. Therefore, this study is categorized as qualitative study and for analysing data I used thematic data analysing method. I ensured gathering of high quality and measurable data with constant observation and evaluation as the research process went along (Jyrkämä, 2021). This was done by keeping workshop diary where I wrote and gathered my own observations, main points from the discussions, some straight citations and participants opinions and viewpoints. After finalising workshop meetings, I analysed my notes by searching most important parts for the study, features that were brought up often and then dividing them into different themes. According to Juhila (2021) in thematic data analysing method is essential to let analysed results create themes and not so that investigator has them in mind beforehand where he afterwards connects them.

I also gathered PERMA- profiler test-results for comparing differences among pillars. Test results also worked as an evaluation base to measure if study was succeeded or not which could be concluded if pillars were higher after second test. I analysed and drew conclusion by calculating first and second test results mean value. I used bar chart figure to represent differences.

Another data collecting method was evaluation form sent after workshops (Appendix 3). It included 10 open and 3 checkpoint - questions. I analysed received feedback from questionnaires mainly by generalization because questionnaire was not so wide and as data was compact. (Artsi-opas, n.d)

6.4 Ethical consideration

Common challenges for social work research are the stigma concerning on studying people in vulnerable position. Research done with people always enquires lot of ethical consideration and therefore studies made with groups in more sensitive circumstances may struggle with ethical dilemmas even more often. (Pekkarinen, 2014, p.54). According to Tutkimuseettinen neuvottelukunta

(2009, p.4) three main ethical principles for research are 1) respecting autonomy, 2) avoiding harm and 3) privacy and data collection.

In this research risks are connected mostly to emotional hurt due to sensibility of the topics covered in workshops because it enquires sharing personal opinions, values and thinking. Even though participators have been informed as well as emphasised that sharing personal matters is not obligatory and participant itself can regulate the amount and quality they want to share, it is important that I as workshop holder keep up with respecting, open, equal, and supportive approach. Essential is also to put effort on creating a safe space by highlighting confidentiality, by being emphatic and maintaining open and understanding atmosphere. This is where the importance of dialogue is also emphasized.

Before and through workshops I tried to keep up with ethical guidelines of research practises. This was ensured by sharing information letter and consent form to participants (Appendix 1 & 2). I also repeated terms and participants rights before starting first workshop meeting and highlighted that sharing personal issues is optional and reminded that suspension of participation is always possible if wanted. In workshops ethical matters I tried to concentrate were valuing everyone's opinion and trying to offer everyone equally a chance to share and speak.

7. PERMA workshops

PERMA workshops took place on March 2023 at Metropolia University of Applied Sciences, Myllypuro campus. Participants were asked if they rather wanted to hold meetings via online or at campus and they all preferred to meet at campus. Next meeting was always agreed jointly in the end of previous workshop. Workshops were planned to be organised four times but due to time management challenges and consolidation of everyone's schedules we condensed workshops into two plus one meeting time for reflection. After couple days of last meeting participants also received evaluation form.

Both two workshops were hold on campus in classrooms I reserved in advance. Workshops lasted approximately two hours each where last reflection meeting

took around one hour. As aforementioned, consent forms were sent beforehand, one signed it electronically while two others signed them before beginning of first workshop. I also repeated and reminded about the anonymity of the discussions and freedom of sharing before starting first workshop and offered a chance to ask in case of doubts or obscurities.

For the workshops I prepared PowerPoint presentation (Appendix 4) based on PERMA- pillars which served as a structure for workshops. It also included guidelines for the assignments likewise ground questions for discussion and reflection. The structure of the workshops was 1. introduction of the pillar 2. assignments 3. group discussion/reflection. I had printed out necessary files that were needed in one of the assignments, otherwise participants were instructed to come with computer, paper, and pen.

7.1 PERMA- assignments

There are lot of varying assignments related to each pillar of PERMA (positive emotions, engagement, relationship, meaning and accomplishment) but I narrowed them down to be most suitable for these workshops. They had to be simple, not too time consuming and easy to achieve and put in practise. I chose to collect both writing and reflective tasks mainly so that participators would first do the assignment and then reflect on it. However, some of the assignments were only discussion-based meaning that I had ready written questions about the pillar which we then had common reflective group discussion about. For homework assignments I collected more activity-based assignments, nevertheless low threshold and easy to implement. Each assignment was carefully chosen and linked to theory background.

Table 1. PERMA- assignments and questions from the PowerPoint

Pillar of PERMA	Assignment	Questions
All pillars	PERMA profiler-test	<ul style="list-style-type: none"> - Are you happy and consent with pillar scores? - Do they seem reasonable to you? - Are you able to explain scores or could you tell why they are as they are?
Positive emotions	Value Map, Gratitude journal, Happiness Mind map	<ul style="list-style-type: none"> - Are the values chosen relevant and connected to your wellbeing, if so, how? - Are there good or bad values, which values could be bad for one's health?
Engagement	Mindfulness, core strengths training	<ul style="list-style-type: none"> - Which are your strengths in general? Which are your strengths concerning studying? - Do you know what flow is? - What kind of matters are you engaged to? - How could you enhance your strengths and why that would be beneficial?
Relationships	Gratitude letter	<ul style="list-style-type: none"> - What relationships mean to you? - What is their role concerning wellbeing?
Meaning	-	<ul style="list-style-type: none"> - What/which things bring you meaning? - What is meaningful for you? - What could you do to increase meaning in your life?
Accomplishment	Case-assignment, SMART-goal	<ul style="list-style-type: none"> - Think about own achievements and their connection with own values. - Are values differing in different areas of life? - Could some of the values be same in every area of life?

Besides PERMA pillar assignments there was also a PERMA profiler- test which was conducted in the beginning as a first assignment and in the end as the last. PERMA test measures state of each pillar with a score ranges from 0-10. Additionally, test measures negative affect, health, loneliness, and happy score. Score range definite numbers 10 and 9 to be very high in this dimension, 8 or 7 is high, 6 slightly above average, 5 average, 4 slightly below average and 3 or 2

low. Idea was first to go with the PERMA-meter test, but it turned out to be too plain, neither it includes as broad questioning which was necessary for getting good picture about the level of pillars. Therefore, I changed it to PERMA-profiler test since it was more informative. Both tests were done in Authentic Happiness website which enquires signing in with email.

PERMA profiler-test started the whole workshop process and set score base for each pillar. Participants filled up the test before having any information about PERMA pillars. Test includes 23 questions on 0 (never/not at all)-10 (always/completely) scale about pillars and wellbeing in general. After conducting test participants received their cores on each pillar along with negative emotion and health. I decided to choose PERMA profiler test as a starting assignment firstly because idea was to measure participants possible enhance among pillars.

7.1.1. Positive emotions

Value mapping is an assignment where participants were guided to choose first their ten top values from the value chart given them. After that they were guided to narrow those ten values to five. Participants then reflected on their decided values through questions mentioned above.

According to numerous studies values are strongly linked to individuals experienced wellbeing. Being aware of personal values for example, enables one to set goals for life as well as they can work as directional principals. (Paschoal, Álvaro & Barreiros-Porto, 2015 p.90-92). People also get feeling of satisfaction when their values meet with goals and actions (Boniwell & Tunariu, 2019, p.171) Therefore, value map- assignment is excellent first assignment as it also works as a base for whole process. Mapping one's personal values might also be something that is not usually done that often, so it is good to take time for pondering them and the relation in one's life.

For homework assignments I chose happiness mind map and gratitude journal. Those are both tasks that enquire pausing for a while for pondering and finding positive factors in life. Idea behind this assignment is to focus/remind of the

things in current life that person is already grateful for. Practising gratitude increases happiness and wellbeing (Rash, Matsuba & Prkachin, 2011 pp. 363-366).

7.1.2. Engagement

Main topics of engagement pillars were strengths and flow and their importance on wellbeing. For this pillar I did not prepare any actual assignments but reflective questions. I did not want to add any material to strengths discussion since I did not want to impact on participants thinking of which could be concerned as strengths nor narrow them to any categories such as strengths in relationships or working life. I wanted participants to be able define themselves what they consider as strengths are they then big or small ones. From the view of social counselling as well as from Bachelor of Social Services, this practise enables environment to empower. Instead, we were discussing strengths in general as personal strengths but also covered strengths in study context and do they differ from each other or not.

Strengths are considered as a positive personal traits or characteristics that individual possesses. Acknowledging strengths is strongly connected to self-esteem and therefore being aware of them is also beneficial factor of study ability because it effects on individuals' capability to handle challenges as well as coping in general. (Doizan, 2021 pp.17-18).

For homework assignments I chose mindfulness practising since meditation is good way to practise engagement and according to Williams & Penman (2011 p.13) benefits of meditation are various as it can for example, relief and decrease anxiety, depression, and irritability. Another assignment was to enhance strengths recognized in workshop by reflecting on them or doing tasks related them for example, exercising or reading.

7.1.3 Relationships

I chose gratitude letter- assignment under relationship pillar because it includes both reflective writing and concrete action. Idea was to write a letter to a close person mentioning matters why participant is grateful, happy, thankful for the person. Instead of sending that letter, participants were guided to make a call to that person and read it out loud. This assignment is based on increasing and showing gratitude towards others. Making someone else happy increases happiness and gives satisfaction (Titova & Sheldon, 2021 p. 28). This assignment can also make changes on practical level of relationships.

For relationship homework assignments I wanted participants to practise RAK (Random Acts of Kindness) which is about performing small and simple acts for someone. Like for example, doing a small favour to help a family member or simply complimenting someone's outfit on the street or offering a cup of coffee for a stranger. These sorts of interventions are believed to reinforce one's self-esteem and positive social interactions (Boniwell & Tunariu, 2019 p.203)

7.1.4 Meaning

For pillar of meaning, I chose to go only with questions since topic is very profound and requires more of thinking and reflecting. This is why I chose open discussion about matters that are meaningful for students. Just like other PERMA pillars, also meaning refers to greater wellbeing. Experiencing different levels of meaning is also considered to change at different ages as well as searching for meaning is studied to associate with lower wellbeing. (Steger, Oishi, & Kashdan, 2009 pp.43-51). Anyhow, meaning in life enables feelings of belonging and purpose, which are important wellbeing factors. For homework I wanted participants to spend time with meaningful practises.

7.1.5 Accomplishment

In last section of accomplishment, I wanted participants to reflect again on values and their connection with previous achievements. Aim was to get an idea of what sort of things participants value and see as important matters to achieve and success in. Accomplishment is connected to self-esteem as well to self-efficacy which are both essential for wellbeing. Accomplishments are needed for building good self-esteem and high self-esteem supports self-efficacy. Self-efficacy instead demonstrates high quality functioning, resilience but also reduces willingness to stress and depression. (Boniwell & Tunariu, 2019 pp.126-128) As a part of the workshop participants also worked together among a case-assignment.

Aim of the task was to arise compassion towards others but especially towards itself. Often times it is much easier to be compassionate towards others than for itself, even though it would be necessary at some points. Self-compassion is a relevant part of psychological wellbeing and can be considered as a resource. Higher levels of self-compassion have been studied also to be in connection to optimism, increased feelings of happiness as well as reduced feelings of failure and fear. (Neff, 2009 p.212)

7.2 Structure of the workshops

Due to time management issues, I ended up compressing workshops in two meeting times. This meant that both of the workshops extended so that we were able to cover all PERMA- pillars and the assignments based on them. Workshops aim was to get participants familiar with PERMA- pillars through brief information, assignments, and common discussion. Both workshops and last reflection meeting were held in Finnish and all three participants attended to them all. Besides all three participants were studying in the same class to become Bachelor o Social Sciences they were also very close friends.

8. Workshop findings and evaluation

8.1 First workshop

First workshop took place on Thursday 16th of March from 10am to 12:00pm in Myllypuro campus. We started with brief common introduction, upcoming agenda and went over again the consent form practises and participants who were not able to sign electronically signed consent forms before starting workshops. Order of the workshops was aligned PowerPoint so that we first covered the topic and then assignments which followed discussion/reflection commonly and lastly I introduced voluntary homework. Only one participant had some previous knowledge about positive psychology, but concept of PERMA was entirely unfamiliar. However, Martin Seligman was familiar to same participant.

Next participants took PERMA-profiler test from Authentic Happiness website. For implementing test, they had to create each their own account. Participants performed both satisfied and critic feedback towards the test. They mentioned for example that test was build up with good questions which made to think and carefully reflect on own perceptions, current feelings as well as life situation, but they were questioning how accurate results were on a longer time spectrum since they can differ a lot depending due to current feeling. Participants also found some questions in the test challenging to understand.

During first meeting we went through first two PERMA pillars, positive emotions, and engagement. Before we dove into pillars we were first discussing about wellbeing in general and what it means for them. Participants mentioned following main factors for their wellbeing performing: routines, faith, relationships, and ability to be systematic. Participants also discussed about wellbeing standards set by society as it creates pressures and norms on how to live to be healthy and that some of the ways to do that are more acceptable than others. Example of that was strong performance culture.

With topic of positive emotions participants executed value map-assignment. Through common discussion I made following findings about values and how they were seen among participants: values can be seen as empowering

element in one's life, values can work as directional guide in life and decisions, but values also offer meaning. Some of the participants realised that they had totally different values in personal life than in school context. For example, if they valued freedom, self-compassion and acceptance in personal life, these same values did not happen in school and study context. Imbalance among values were seen as high pressures in studying and performing overall. Participants pondered if implementing personal life values would ease pressures experienced within school environment and therefore affect positively on their study wellbeing performance.

The next task was considering engagement-pillar which focused on strengths. This pillar was built up to a common discussion rather than specific assignment for getting more accurate and honest results. Instead of ready assignments which may limit or categorise strengths I wanted participants to be able to freely define and explain their individual strengths and how they perceive them. Participants made many discoveries considering strengths which they described in following way:

“Strengths play essential role in wellbeing performing since they help to set boundaries and guide with actions, both in personal as well as in working life.”

“I think that one benefits from external support what comes to strength acknowledging. That can happen for example in school or work context received as positive feedback or a compliment said by authority.”

Participants also brought out jointly that some strengths can be considered as bad as well indicating that being able to balance with skills is crucial. As all participants were also studying social services, they connected strength awareness to be important likewise beneficial skill to have in field of social work.

8.2 Second workshop

Second workshop was organised on Friday 24th of March at 3pm -5pm and it took place again on Myllypuro campus premises. This workshop's agenda was to delve into last pillars left; relationships, meaning and accomplishment. After

short catch up I checked if anyone did any homework and if there were any feedback on them. Especially gratitude journal-homework received positive feedback because of its power to remind and focus on already good things appearing in life.

Participants made many crucial findings from relationships in connection with wellbeing. For example, that relationships effect on every area of life but they also play huge role in school in terms of coping and managing. Another point brought out about school context was relationship with professors. Participants felt that if lecturer or professor did not seem to remember nor acknowledge students it was affecting on student's study motivation in decreasing way. According to participants feeling of being supported and seen behalf of authority was related to feeling that individual student matters and is valuable which therefore motivated to put more effort into studying.

For next participants conducted gratitude letter-assignment. As aforementioned, assignment is about witing a letter to someone important in life, and afterwards reading it out loud to them. Assignment raised varying feelings of excitement, sensitizing as well as uncertainty. After finishing with writing participants were guided to make a call to the person but because of bad timing they ended up sending voice messages. On a reflection phase participants mentioned that turning writing into a voice message created a new dimension for sharing. Participants agreed that calling would have been more challenging but effective. All agreed also that this should be done more often, since it would possibly deepen relationships.

Next assignment was based on pillar meaning and it was also based on common reflective discussion. Helping others, community, people, working on common good and sense of belonging were elements considered to be important for meaning. Also, social work was pointed out. All participants connected other people to meaning.

Last covered pillar was accomplishment which raised probably most divergent opinions and thinking. Accomplishment was seen both positive and negative ways. Participants reflected accomplishment based on their own values, but it

was most strongly connected to work. Central thoughts were indicating to selfishness, being self-centred but also to self-enhancing and self-compassion. Accomplishments were seen also as an important factor for wellbeing. Desired accomplishments on societal level were considered to be long relationships, children, high education, and highlighting getting by alone-culture.

8.3 Reflection meeting and evaluation form feedback

Last meeting was for general reflection considering PERMA pillars and workshops in overall took place also in Myllypuro campus 30.3.2023. For this meeting I also prepared some small snacks as a thank for everyone's participation and effort. I requested feedback on workshops content, structure, atmosphere and if participants made new insights or made improvements. I also asked for their opinion for possible changes as well as further development ideas.

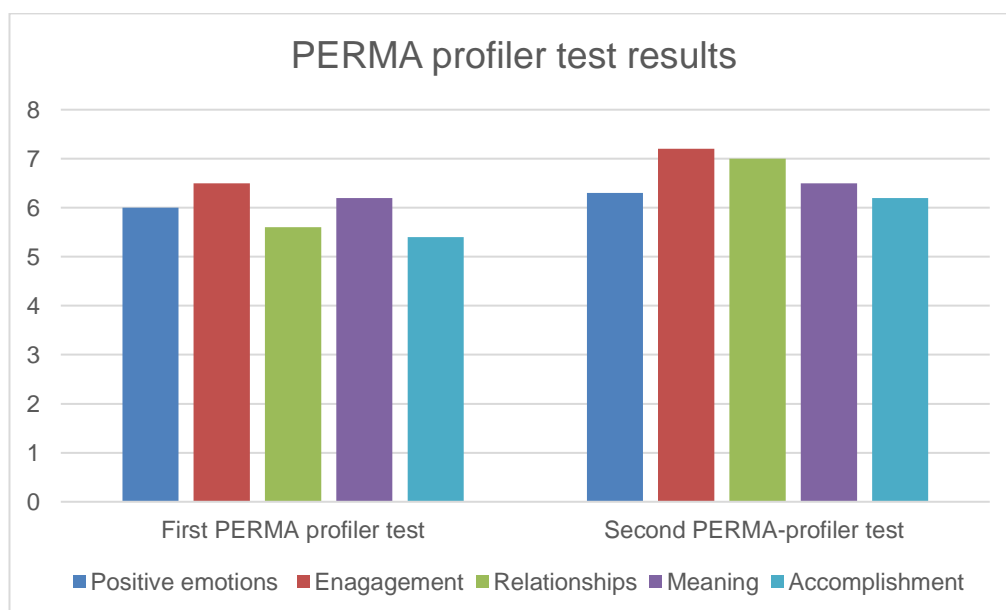


Figure 1. Differences among pillars between first and second PERMA profiler-test.

Participants also performed PERMA profiler test again and compared results. Most of them noticed small changes between pillars and some had decreasing in their pillars comparing to starting results. However, in total all pillars increased despite of individual decreasing. Pillars that increased most were relationship and engagement. Feedback received from evaluation form also

supports this partly since engagement and positive emotions were reported to be most efficient and they made most discoveries as well as improvements among them. In general participants felt that test could be most beneficial to take with longer time left in between or then continue taking them multiple times in a longer period of time.

Participants biggest realizations and improvements from workshops were following: “crucial changes happened in conceptual level, being more satisfied with own life, receiving new perspective, more positive self-image and learned to recognize more factors effecting on wellbeing”. Participants also mentioned that they made new insights with flow and experienced that to be improving matter for wellbeing. They also agreed on importance of strengths awareness and its power as well as benefits on personal, study and working life.

Workshops received also positive feedback as participants thought that they included good topics and offered time and place for reflecting on own life and questions concerning it. As one participant addressed:

“It cannot be bad that one stops for a moment to think and reflect on own values and life in general”.

After all participants experienced workshops beneficial and thought varying institutions could benefit from it. Workshops offered them new tools to work with wellbeing performing and they also felt that PERMA-model was efficient but simple for taking a moment to examine own life and for doing reality check. PERMA-model also included easy and low threshold assignments to use whenever feeling to map life’s checkpoints.

Participants were also content with amount of people in workshops, however adding that group size could also work with maximum of eight people. Groups could be also including students from varying fields. They also liked the balance between assignments and reflective discussion but pointed out that different people benefit from varying working and learning ways, which therefore should be paid attention more. They also noted about combining Finnish and English assignments to be a bit confusing, since the workshops were held in Finnish but

some of the materials were in English. They hoped that only one language would be used in future. Concrete further development ideas they mentioned for example, that this kind of PERMA-course could be implemented in schools but also among other areas of social field and institutions for instance among youths. In school environment it could be organized as a course.

9. Conclusion and discussion

This functional thesis aimed to find improving methods for wellbeing performing for university students through PERMA workshops. This was studied among third year Social Services students by PERMA-related assignments, reflective open dialogue group discussions, PERMA-profiler test, and evaluation form. Workshops aimed to offer low-threshold, effective and simple tools for students to use in future among own wellbeing performing by offering a place and moment for each to reflect on own life and its current state considering wellbeing.

In this paper I discussed about students' wellbeing in general, opened up theory behind PERMA-model and aligned practises of social counselling with workshops. Data was collected by keeping workshop diary as well as in form of test results and evaluation format. I analysed data by using thematic data analysing method by collecting main elements from the workshop diary notes. Furthermore, this turned out to be a bit more challenging because of small number of participants and variety of opinions and perspectives. However, there were enough similarities which I succeeded to divide into themes considering participants experienced wellbeing factors.

Aim was to use PERMA profiler-test as a main indicator for building conclusion. As I received participants results, I calculated each pillars mean value and as overall, participants scores increased after workshops. However, making clear conclusions about this is controversial, since at the first-time participants conducted test they did not have any knowledge about pillars nor how they are connected to everyday life. Second time they already knew how every pillar is connected to wellbeing and which procedures are useful for enhancing them which may have affected on evaluation. Therefore, using PERMA- profiler test did not work as well as thought as evaluation method on this thesis.

As aforementioned, based on the evaluation form participants stated most useful pillars to be positive emotions and engagement. Otherwise, where previous theory aimed relationships and positive emotions to be most important ones, engagement was found to be essential as well. However, what comes to the relationships, based on group discussions especially student-professor-relationship was seen crucial. Participants stated that professor's attention, care, and respect towards individual was considered as important element for students' study motivation. They also mentioned that if professor or lecturer did not recognise students in their course it affected negatively in student's motivation to be on the class or even to effort put in assignments. Similar fact was also stated in theory part previously (see Leskisenoja, 2019 p.58).

Feedback received from participants also strengthened that positive emotions should be connected to studying concerning better study ability as well as study results. This happened through examining values where participants found major differences between personal and study life. As a conclusion participants thought that implementing same values that they have in personal life could benefit in study life and therefore make studying more efficient. Example of that was a point out that participant made concerning managing alone. Discussion in workshops made to question if need for managing alone with schoolwork was really necessary or could it be more beneficial to ask for help, divide workload and work as a team since that is how they would have been acting in personal life among another issue.

In general, chosen PERMA pillar assignments produced wished outcomes which also align with theory background. As study ability model (see Kunttu, 2022) states that strong personal recourses can second and benefit in poor study environment practising PERMA would be therefore useful. Every pillar of PERMA indicates to wellbeing and strengthen personal recourses. Therefore, if student familiarizes oneself with PERMA and related assignments it should not only provide wellbeing supporting tools to work on individually, but also increase experience of wellbeing and therefore benefit also study wellbeing and study performance.

PERMA workshops produced wide amount of information about students experienced wellbeing in connection with background literature but also presented their compatibility with PERMA-model. Workshops offered answers to development task questions about PERMA-models effectivity as an improving method for student's wellbeing performing as it also supported that workshops could be beneficial way for practising them. Through group discussions had in workshops students wishes and ideas came clear as they stated that PERMA workshops would be beneficial to apply into school environment for example as a voluntary course.

Even though this study resulted positive and hopeful outcomes has to be taken into account that this study also has its shortcomings. For example, this study lacked with having enough participants which decreases authenticity and accuracy of the study. Also, could be beneficial to study PERMA-workshops among other students as well since students of social services have some sort of base knowledge for wellbeing factors as they have to reflect with similar questions within their studies. PERMA-workshops also included lot of reflection which might not be that familiar nor comfortable for everyone to do. As participants of the study also mentioned, workshops could also benefit having more varying ways to conduct assignments for enabling different kind of learners and people to participate.

For me as a soon to be Bachelor of Social Services graduate, this thesis gave and taught a lot. As constant reflection is essential part of social work also this thesis process forced to do it broadly. Conducting whole thesis process alone was challenging and demanding time to time and I would have benefitted a lot from working partner. Fortunately, I had friends with who to discuss and ask for help and critical viewpoints. On the other hand, benefits of doing this process alone developed crucial skills as I learned to trust myself and acknowledge personal limits. Both of these skills will help me in personal but especially in professional life. Furthermore, this also taught bunch of new skills among investigation process, strengthened perception about my own capabilities as a writer but also taught to reflect more critically on own work. For example, based on the feedback gained from the participants, there were couple of things I could have done better such being clearer with materials used in workshops as well as

paying attention more on varying tasks. I noticed that I did not take enough into account different learners nor had enough varying assignments that would increase possibility to benefit different learners. Alongside with the process I also realised that organizing workshops as well as whole thesis process is really time consuming and requires lot preparing, planning, and time-managing. Is certain that organizing efficient workshops acquires coherence, clear and good organizing skills that I still have to improve. However, as a positive outcome, this thesis proved the power of self-reflection and self-awareness as well as introduced varying ways to find and practise PERMA in daily basis. For me it taught necessary knowledge and skills needed for producing functional thesis.

In my opinion, every student, as well as every professional of social services would benefit from PERMA-workshops greatly, as learning and knowledge gained through it can support everyday life managing and wellbeing overall in life, but especially in field of social work. As discussed in this paper, social counselling is essential part and tool of social work practises. It includes varying methods to implement in client work and PERMA-workshops are great method to utilize them into practise. Social counselling is about finding options for client's issues by using different tools. Main goal of the social work and counselling is to enable environment, place, or time for client to discover and find their own strengths, solutions, and ways to perform. PERMA-workshops implement conveniently participation, dialogue and interaction as well as offer favourable environment for empowerment. PERMA- model and positive psychology in general is a great tool to work in client work as it is focused on strengths and finding positive matters in life. Well implemented PERMA can offer great opportunities for empowerment but also a space for deeper self-examination and therefore to greater self-awareness.

Therefore, for possible future development ideas I would suggest implementing PERMA-workshops as a tool in any sort of client work, for example, among youngsters or unemployed, or other groups of people who are in some sort if transitional phase in their life. I would also definitely apply workshops into school and study environment. In universities these could be organized for example, by student unions with utilizing tutors, student associations but as also mentioned by participants, it would be beneficial as a form of voluntary or

elective course. PERMA-workshops could even work as an optional way for performing voluntary course among social services students in Metropolia, since it offers great learning experiences among social counselling.

For the conclusion: students are valuable group as they are making our society's future. Needless to say, we should be a group to put effort to. There might be still need for further investigation towards positive psychology's effectiveness on students' wellbeing, but this thesis was a good start towards stronger wellbeing performing among students. I am greatly thankful for participants who took part to the workshops and shared their valuable experiences about wellbeing. I believe that this study brought out more the voice of students that should be noticed among universities, and hopefully work as a first step for new procedures.

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Information form

TIEDOTE TUTKIMUKSESTA

Positive psychology's PERMA- model as a supporting method for student's wellbeing performance.

Pyyntö osallistua tutkimukseen

Teitä pyydetään mukaan opinnäytetyöhön liittyvään tutkimukseen, jossa tutkitaan voisiko positiivisen psykologian PERMA- malli vaikuttaa opiskelijoiden hyvinvointiin kohentavalla tavalla. Tutkimus toteutetaan työpajoissa, joissa työskennellään aiheen sekä tehtävien parissa. Työpajat sisältävät keskustelua oman ajattelun sekä toiminnan pohjalta sekä tehtäviin liittyviä reflektointikeskusteluja. Opiskelijoiden on tarkoitus pohtia omaa hyvinvointia ja tuoda keskusteluun omia kokemuksia omien rajojen ja halun mukaan, jakaa saa sen verran kuin haluaa, pakko ei ole myöskään jakaa ollenkaan. Työpajojen jälkeen opiskelijat saavat vielä itsearviointilomakkeen täytettäväksi.

Olen arvioinut, että sovellutte tutkimukseen, koska tavoitteena on löytää sosionomi opiskelijoita, ja jotka olisivat aloittaneet opintonsa korona-aikana. Tämä tiedote kuvaa tutkimusta ja teidän osuuttanne siinä. Porehdyttyänne tähän tiedotteeseen teille järjestetään mahdollisuus esittää kysymyksiä tutkimuksesta, jonka jälkeen teiltä pyydetään suostumus tutkimukseen osallistumisesta.

Vapaaehtoisuus

Tutkimukseen osallistuminen on täysin vapaaehtoista. Kieltäytymisestä ei seuraa mitään, sillä kyseessä on oman hyvinvoinnin kannalta mahdollisesti edistävää tutkimus.

Voitte myös keskeyttää tutkimuksen koska tahansa syytä ilmoittamatta. Mikäli keskeytätte tutkimuksen tai peruutatte suostumuksen, teistä keskeyttämiseen ja suostumuksen peruuttamiseen mennessä kerättyjä tietoja ja näytteitä voidaan käyttää osana tutkimusaineistoa.

Tutkimuksen tarkoitus

Tämän tutkimuksen tarkoituksena on antaa näyttöä positiivisen psykologian PERMA-mallin vaikuttavuudesta opiskelijoiden hyvinvointiin. Sillä kyseessä on toiminnallinen opinnäytetyö, tutkimuksessa kehitystyö toteutetaan työpajojen avulla. Työpajoissa tapahtuvan toiminnan on tarkoitus osoittaa, onko PERMA-mallin käyttö opiskelijoiden hyvinvoinnin parantamisessa hyödyllistä, ja jos on, sitä voisi mahdollisesti soveltaa yhdeksi vaihtoehdoksi osaksi alhaisen kynnyksen opiskelijahyvinvointipalveluita.

Tutkimuksen toteuttajat

Tutkimus toteutetaan OHJY- hankkeelle, jossa Metropolia on myös mukana omalta osaltaan. OHJY- hankkeen tarkoituksena on edistää opiskelijoiden hyvinvointia ja kehittää ja parantaa opiskelijoiden hyvinvointipalveluita sekä tukimuotoja etäopiskeluun. Metropolia on mukana hankkeen kahdessa työpaketissa (3,4) joiden tavoitteena on löytää ja kehittää uusia matalan kynnyksen opiskelijahyvinvoinnin tukimuotoja sekä kehittää opiskelu moduuli, joka tukee opiskelijan elämänhallinta taitoja, hyvinvointia sekä resilienssiä. OHJY- hanke on tämän tutkimuksen tilaaja, ja hyötyy vain tutkimuksen tuloksista, mutta ei ole muutoin osallisena kyseissä tutkimuksessa. Tutkimuksen toteuttajana toimii opinnäytetyötekijä.

Tutkittavan informointilomake

Tutkimusmenetelmät ja toimenpiteet

Tutkittavan olisi tarkoitus osallistua tutkimusaiheen pohjalta suunniteltuihin työpajoihin, jotka järjestetään koulun tiloissa 2-4kertaa, sekä täyttää alussa ja lopussa PERMA profiler- testi. PERMA profiler- testi tehdään nettisivun kautta, jonne kirjaudutaan omalla käyttäjällä ja omalla laitteella. Testin tuloksiin ei ole muilla taten pääsyä. Testin tulokset käydään läpi yhdessä työpajoissa. Kyseinen testi toimii opinnäytetyö tutkimuksen pohjana, ja tämän testin pohjalta muodostetaan päätelmät tutkimuksen hyödyllisyydestä. Tämä edellyttää sitä, että sama testi tehdään myös lopussa, jolloin pystytään vertailemaan tuloksia ja mahdollisia muutoksia.

Työpajoissa käydään läpi PERMA- mallin pilarit läpi, sekä keskustellaan ja reflektoidaan omaa hyvinvointia sen pohjalta. Lisäksi tutkimukseen liittyy valinnaisia tehtäviä, sekä kotitehtäviä. Työpajojen päätyttyä lopuksi täytettäväksi tulee vielä palautelomake. Työpajat, sekä tehtävät tapahtuvat omalla ajalla.

Tutkimus toteutetaan siten, että työpajojen aikana dataa kerätään käydyistä keskusteluista kenttäpäiväkirjamaisesti. Keskusteluja tai työpajoja ei äänitetä tai kuvata. Käytännössä tämä tarkoittaa, että työpajojen aikana kirjoitan ylös työpajan kulkua sekä julki tulleita osallistujien sanomisia, mielipiteitä ja lauseita anonyymisti. Muistiinpanoihin ei merkitä mitä kukin osallistuja on sanonut, vaan kirjataan yleisluonteisesti. Työpajojen päätteeksi annettu itse palautelomake täytetään ja käsitellään myös anonyymisti.

Tutkimuksen mahdolliset hyödyt

Tutkittava voi hyötyä tutkimuksesta löytämällä ja oppimalla uusia tapoja edistää hyvinvointia, joita tutkittava voi hyödyntää itse tulevaisuudessa.

Tutkimuksesta mahdollisesti seuraavat haitat ja epämukavuudet

Tutkimukseen kuuluvissa työpajoissa tarkoituksena on pohtia ja reflektoida omaa hyvinvointia ja keskustella siihen liittyvistä henkilökohtaisista asioista, joka voi luoda epämukavuutta. Omien ja henkilökohtaisten asioiden jakaminen on kuitenkin täysin vapaaehtoista, ja niitä saa jakaa juuri sen verran kuin itse hyvältä tuntuu ja kokee itse hyödylliseksi.

Kustannukset ja niiden korvaaminen

Tutkimukseen osallistuminen ei maksa teille mitään. Osallistumisesta ei myöskään makseta erillistä korvausta.

Tutkimus pyritään järjestämään koululla oppituntien päätyttyä, jotta minimoidaan ylimääräiset liikkumiset. Vaihtoehtoista on myös pitää työpajoja Zoomin välityksellä.

Tutkittavan informointilomake

Tutkittavien vakuutusturva

Tutkimukseen ei kuulu fyysistä kuormitusta tai rasitusta. Tutkittavilla ei ole tutkimukseen liittyen vakuutusta.

Tutkimustuloksista tiedottaminen

Tutkittavat näkevät itse kaikki omat tuloksensa tutkimukseen liittyen jo sen aikana ja niitä käydään yhteisesti läpi. Koska tutkimus on osa opinnäytetyötä, tulokset tulevat anonyymisti näkyviin koosteena myös valmiissa opinnäytetyössä, joka julkaistaan avoimesti Theseus-tietokannassa.

Tutkimuksen päätyminen

Myös tutkimuksen suorittaja voi keskeyttää tutkimuksen, jos tutkittava niin päättää, esimerkiksi ajan puutteen tai muun esteen/syyn takia. Sillä tutkittava tekee itse kaikki tehtävät, hänellä on myös niistä saadut tulokset itsellään koko ajan hallussa.

Lisätiedot

Tässä tutkimuksessa ei käytetä tai kerätä henkilötietoja, sillä ne ovat irrelevantteja tutkimuksen osalta. Tutkimuksessa ei muodostu kunnollista rekisteriä, sillä henkilötietoja ei tarvita, vaan tutkimus toteutetaan työpajojen muodossa, jossa ei henkilötietoja tarvita tai käytetä. Työpajoista pidetään kenttäpäiväkirjaa, jonne kirjataan osallistujien mainitsemia asioita, mielipiteitä tai lausahduksia, joita voitaisiin käyttää lainauksina opinnäytetyössä edellyttäen niiden pelkistämistä.

Pyydämme teitä tarvittaessa esittämään tutkimukseen liittyviä kysymyksiä tutkijalle/tutkimuksesta vastaavalle henkilölle.

Tutkijoiden yhteystiedot

Tutkija / opinnäytetyötekijä
Nimi: Julia Keurulainen
Puh.
Sähköposti:

Tutkimuksesta vastaa / opinnäytetyön ohjaaja
Titteli: tuntiopettaja, yliopettaja
Nimi:
Korkeakoulu / yksikkö Metropolia, sosiaalialan tiimi
Puh:

Sähköposti:

Tutkittavan informointilomake

Tutkimuksen tietosuojaseloste: Henkilötietojen käsittely tutkimuksessa

Tässä tutkimuksessa käsitellään teitä koskevia henkilötietoja voimassa olevan tietosuojalainsäädännön (EU:n yleinen tietosuoja-astus, 679/2016, ja voimassa oleva kansallinen lainsäädäntö) mukaisesti. Seuraavassa kuvataan henkilötietojen käsittelyyn liittyvät asiat.

Tutkimuksen rekisterinpitäjä

Rekisterinpitäjällä tarkoitetaan tahoa, joka yksin tai yhdessä toisten kanssa määrittelee henkilötietojen käsittelyn tarkoitukset ja keinot. Rekisterinpitäjä voi olla korkeakoulu, toimeksiantaja, muu yhteistyötaho, opinnäytetyöntekijä tai jotkut edellä mainituista yhdessä (esim. korkeakoulu ja opinnäytetyöntekijä yhdessä).

Tässä tutkimuksessa henkilötietojen rekisterinpitäjä on:

Korkeakoulu	<input type="checkbox"/>	
Toimeksiantaja	<input type="checkbox"/>	Toimeksiantajan nimi: [REDACTED]
Muu yhteistyötaho	<input type="checkbox"/>	Yhteistyötahon nimi: [REDACTED]
Opinnäytetyöntekijä	x	

Voitte kysyä lisätietoja henkilötietojenne käsittelystä rekisterinpitäjän yhteyshenkilöltä

Rekisterinpitäjän yhteyshenkilön nimi: Julia Keurulainen
Organisaatio: Metropolia AMK
Puh.
Sähköposti:

Tutkimuksessa teistä kerätään seuraavia henkilötietoja

Henkilötietojen käsittely on oikeutettua ainoastaan silloin, kun se on tutkimukselle välttämätöntä. Kerättävät henkilötiedot on minimoitava, niitä ei saa kerätä tarpeettomasti tai varmuuden vuoksi.

Tutkimusprosessin alussa tutkittavilta kerätään mahdollisesti puhelinnumerot sekä sähköpostiosoitteet yhteydenpitoa sekä tiedottamista varten. Tutkimukseen liittyvistä työpajoista pidetään kenttäpäiväkirjaa, jonne kirjataan osallistujien mainitsemia asioita, mielipiteitä tai lausahduksia, joita voitaisiin käyttää lainauksina opinnäytetyössä edellyttäen niiden pelkistämistä. Tutkimuksen lopuksi osallistujat saavat vielä palautelomakkeen arvioitavaksi, jota hyödynnetään tutkimuksessa yleistävällä tavalla, tarkoittaen, että tulokset raportoidaan tutkimusryhmään viitaten.

Teillä ei ole sopimukseen tai lakisääteiseen tehtävään perustuvaa velvollisuutta toimittaa henkilötietojanne vaan osallistuminen on täysin vapaaehtoista.

Henkilötietojenne suojausperiaatteet

Palautekysely on e-lomake kysely, joka vaatii kirjautumisen koulun tunnuksilla. Osallistujat täyttävät lomakkeen työpajojen päätyttyä.

Henkilötietojenne käsittelyperuste

- Opinnäytetyössä käsittelyperuste on *suostumus*

Mitä henkilötiedoillenne tapahtuu tutkimuksen päätyttyä?

Henkilötiedot poistetaan/ tuhotaan kun opinnäytetyö on hyväksytty.

Rekisteröitynä teillä on oikeus

Koska henkilötietojanne käsitellään tässä tutkimuksessa, niin olette rekisteröity tutkimuksen aikana muodostuvassa henkilörekisterissä. Rekisteröitynä teillä on oikeus:

- saada informaatiota henkilötietojen käsittelystä
- tarkastaa itseänne koskevat tiedot
- oikaista tietojanne
- poistaa tietonne (esim. jos peruutatte antamanne suostumuksen)
- peruuttaa antamanne henkilötietojen käsittelyä koskeva suostumus
- rajoittaa tietojenne käsittelyä
- rekisterinpitäjän ilmoitusvelvollisuus henkilötietojen oikaisusta, poistosta tai käsittelyn rajoittamisesta
- siirtää tietonne järjestelmästä toiseen
- sallia automaattinen päätöksenteko nimenomaisella suostumuksellanne
- tehdä valitus tietosuojavaltuutetun toimistoon, jos katsotte, että henkilötietojanne on käsitelty tietosuojalainsäädännön vastaisesti

Jos henkilötietojen käsittely tutkimuksessa ei edellytä rekisteröidyn tunnistamista ilman lisätietoja eikä rekisterinpitäjä pysty tunnistamaan rekisteröityä, niin oikeutta tietojen tarkastamiseen, oikaisuun, poistoon, käsittelyn rajoittamiseen, ilmoitusvelvollisuuteen ja siirtämiseen ei sovelleta.

Voitte käyttää oikeuksianne ottamalla yhteyttä rekisterinpitäjään.

Consent form

Tutkittavan suostumus

Tutkimuksen nimi: Positive psychology's PERMA- model as a supporting method for student's wellbeing performance

Tutkimuksen toteuttaja: Metropolia Ammattikorkeakoulu, Julia Keurulainen Opinnäytetyön ohjaaja:

Minua [tutkittavan nimi] on pyydetty osallistumaan yllämainittuun tutkimukseen, jonka tarkoituksena on tutkia positiivisen psykologian PERMA-mallin vaikutusta opiskelija hyvinvointiin.

Olen saanut tiedotteen tutkimuksesta ja ymmärtänyt sen. Tiedotteesta olen saanut riittävän selvityksen tutkimuksesta, sen tarkoituksesta ja toteutuksesta, oikeuksistani sekä tutkimuksen mahdollisesti liittyvistä hyödyistä ja riskeistä. Minulla on ollut mahdollisuus esittää kysymyksiä ja olen saanut riittävän vastauksen kaikkiin tutkimusta koskeviin kysymyksiini.

Olen saanut tiedot tutkimukseen mahdollisesti liittyvästä henkilötietojen keräämisestä, käsittelystä ja luovuttamisesta ja minun on ollut mahdollista tutustua tutkimuksen tietosuojaselosteeseen.

Osallistun tutkimukseen vapaaehtoisesti. Minua ei ole painostettu eikä houkuteltu osallistumaan tutkimukseen.

Minulla on ollut riittävästi aikaa harkita osallistumistani tutkimukseen.

Ymmärrän, että osallistumiseni on vapaaehtoista ja että voin peruuttaa tämän suostumukseni koska tahansa syytä ilmoittamatta. Olen tietoinen siitä, että mikäli keskeytän tutkimuksen tai peruutan suostumukseni, minusta keskeyttämiseen ja suostumukseni peruuttamiseen mennessä kerättyjä tietoja ja näytteitä voidaan käyttää osana tutkimusaineistoa.

Allekirjoituksellani vahvistan osallistumiseni tähän tutkimukseen.

Jos tutkimukseen liittyvien henkilötietojen käsittelyperusteena on suostumus, vahvistan allekirjoituksellani suostumukseni myös henkilötietojeni käsittelyyn. Minulla on oikeus peruuttaa suostumukseni tietosuojaselosteessa kuvatulla tavalla.

Allekirjoitus: _____

Nimenselvennys: _____

Alkuperäinen allekirjoitettu tutkittavan suostumus sekä kopio tutkimustiedotteesta liitteineen jäävät tutkijan arkistoon. Tutkimustiedote liitteineen ja kopio allekirjoitetusta suostumuksesta annetaan tutkittavalle.

Perma workshop evaluation form



Lomake on ajastettu: julkisuus alkaa 3.4.2023 13.35 ja päättyy 3.4.2024 23.59

Workshop arviointilomake

1

Mitä mieltä olit workshoppeista?



2

Koitko, että workshopit olivat
hyödyllisiä? Perustelee. *

3a

Mikä pilareista oli mielestäsi hyödyllisin? *

- | | |
|--|---|
| <input type="checkbox"/> Positive emotions | <input type="checkbox"/> Meaning |
| <input type="checkbox"/> Engagement | <input type="checkbox"/> Accomplishment |
| <input type="checkbox"/> Relationships | |

3b.

Perustelee myös miksi/millä
tavalla? *

4a.

Mistä tehtävistä koit hyötyväsi eniten? *

- | | |
|--|---|
| <input type="checkbox"/> Positive emotions- tehtävät | <input type="checkbox"/> Meaning- tehtävät |
| <input type="checkbox"/> Engagement- tehtävät | <input type="checkbox"/> Accomplishment- tehtävät |
| <input type="checkbox"/> Relationships- tehtävät | |

4b.

Perustelee myös miksi/miten? *

5

Koetko, että sinulla on nyt enemmän työkaluja, joilla työstää omaa jaksamista ja kehittää omaa hyvinvointia? Perustelee. *

6

Koetko, että vahvuuksien tunnistamisesta olisi apua opiskelun suhteen? Miten? *

7

Oliko joku haastavaa tai vaikeaa? Jos, niin mikä? *

8

Koetko, että voisit edistää/kehittää hyvinvointia workshoppeissa käytyjen asioiden avulla? Perustelee. *

9

Onko jotain, mitä muuttaisit workshoppeissa tai haluaisit lisätä/poistaa? *

10

Aiotko jatkaa harjoittelua positiivisen psykologian/tehtävien parissa? *

- Kyllä Ehkä
 En

11

Avoin palaute

Tietojen lähetys

TALLENNA

PowerPoint Presentation



TERVETULO!

Esittäytyminen

Opinnäytetyö

Mistä idea
positiiviseen
psykologiaan?

Työpajat

Mitä tulossa

Aikataulu

MIKÄ IHMEEN PERMA- MALLI?

Tänään käydään läpi 2 pilaria: Positive emotions ja Engagement! Aloitetaan PERMA-profiler testillä! Menkää nettisivulle <https://www.authenticappiness.sas.upenn.edu/questionnaires/perma>

• Martin Seligmanin (2011) kehittämä 5 pilarin malli hyvinvointitekijöistä.
PERMA muodostuu sanoista:

- POSITIVE EMOTIONS
- ENGAGEMENT
- RELATIONSHIP
- MEANING
- ACCOMPLISHMENT

MITÄ HYVINVOINTI SINULLE MERKITSEE?

POSITIVE EMOTIONS

- Value map- tehtävä
 - valitse 10 sinulle tärkeintä arvoa. Rajaa tämän jälkeen 5 arvoon.
- Ovatko nämä arvot yhteydessä omaan hyvinvointiin? Jos, niin miten?
- Onko hyviä tai huonoja arvoja? Mitä ovat hyvät ja huonot arvot hyvinvoinnin kannalta?



ENGAGEMENT

- Mitkä ovat vahvuksiasi? Entä mitkä ovat vahvuksiasi opiskelussa?
- Mitä on flow? Oletko koskaan kokenut sitä?
- Millaisiin asioihin olet tällä hetkellä sitoutunut?
- Miten voisit harjoitella ja vahvistaa omia vahvuksiasi? Miksi niin kannattaisi tehdä?



KOTITEHTÄVIÄ

- Kotitehtävät ovat vapaaehtoisia, mutta toiveena että jokainen tekisi edes 2 tehtävää omalla ajalla, sillä joitakin saatetaan käydä läpi seuraavassa työpajassa:)
- POSITIVE EMOTION- tehtävät:
 - happiness mind map tai kiitollisuuspäiväkirja
- ENGAGEMENT -tehtävät
 - mindfulness harjoite tai omien vahvuksien harjoittelua/vahvistamista

KUN KIRJE ON VALMIS,
TARTTUKAA PUHELIMEEN JA
SOITAKAA HENKILÖLLE
JOLLE KIRJEEN TEITTE JA
LUKEKAA SE HÄNELLE
ÄÄNEEN

MEANING

- Mikä tuo sinulle merkitystä? Mitkä asiat ovat sinulle merkityksellisiä?
- Mitä voisit tehdä, parantaaksesi/kehittääksesi merkityksen tuntua omassa elämässä?

- "A sense of meaning and purpose can be derived from belonging to and serving something bigger than the self". -Martin Seligman



ACCOMPLISHMENT

- Mieti omia saavutuksiasi elämässä ja niiden yhteensopivuutta omien arvojen kanssa.
- Ovatko arvot erilaisia eri elämän osa alueilla esim. Koulussa, työelämässä, suhde elämässä?
- Voisiko joitain arvoja soveltaa elämän kaikkiin osa alueisiin?
- TEHTÄVÄ: Hyvällä ystävälläsi on vaikeuksia kurssin suhteen. Hänellä on kovat tavoitteet ja hän haluaa hyvän numeron kurssista. Samaan aikaan hänellä on kuitenkin muitakin murheita henkilökohtaisessa elämässään. Ystävä alkaa olla hyvin stressaantunut ja kuormittunut tilanteesta. Miten auttaisit häntä tässä tilanteessa?

KOTITEHTÄVÄT

- RELATIONSHIP: RAK- random act of kindness
- MEANING: vietä aikaa sinulle merkityksellisen asian parissa
- ACCOMPLISHMENT: Luo SMART-goal lista

REFLEKTOINTI

KESKUSTELUA..

- Viimeisimmät kotitehtävät?
- PERMA-meter testin teko uudestaan
- Pohdintaa:
- Millainen fiilis jäi työpajoista?
- Opitko työpajoissa uutta?
- Koitteko työpajat hyödylliseksi?
- Saitko uusia näkökulmia tai työkaluja jaksamiseen?
- Koitko, että työpajoissa käytyt asiat voisivat auttaa/edistää hyvinvointia?
- Mitä lisäisit/muuttaisit työpajoissa?
- Miten positiivisen psykologian työpajoja voisi hyödyntää kouluympäristössä?

KIITOS!

Lähetän lopuksi vielä kaikille sähköpostiin linkin e-lomake arviointikyselyyn :)