

EBPU Evidence Based Practice Unit

A partnership of



Wellbeing Measurement Framework for Colleges



In partnership with



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The measures included in this booklet are suggestions for age-appropriate measures to use with college students.

Please note: This booklet is for reference use and information only. It is not intended for the surveys to be completed in this booklet format.

ABOUT THE WELLBEING MEASUREMENT FRAMEWORK FOR COLLEGES

What is it?

A set of questionnaires which can be used to measure wellbeing and resilience in children and young people.

How it works

The questionnaires are completed by students online (generally annually).

In this booklet a brief overview of each questionnaire is provided, as well as a full list of items, details of subscales and response options.

The questionnaires:

- Are suitable for a reading age of 16 years and above and are possible to complete during a lesson
- Include a balance of positively and negatively worded questions
- Are considered to have acceptable psychometric properties (i.e. they are reliable, valid and sensitive to change).

Why it's helpful

Students' responses to the questionnaires:

- Provide a snapshot of the strengths and challenges students are facing, which can be used to target support
- Help colleges to evaluate their interventions
- Send a positive message to parents and carers that the college is focused on students' wellbeing.

How it was developed

The questionnaires have been chosen to measure key aspects of wellbeing and resilience.

The original set of questionnaires was co-produced with project leads who are part of HeadStart, a programme trialling a range of initiatives for improving resilience in 10–16 year olds, funded by the Big Lottery.

Future use

The aim is that colleges can use some or all of the questionnaires included in this survey and add other questions as relevant to their context.

For more information, contact ebpu@annafreud.org

GENERAL POPULATION – CLINICAL OUTCOMES IN ROUTINE EVALUATION (GP-CORE)

This form has 14 statements about how you have been **OVER THE LAST WEEK**. Please read each statement and think how often you felt that way last week. Then circle the answer which is closest to this.

OVER THE LAST WEEK...	NOT AT ALL	ONLY OCCASIONALLY	SOMETIMES	OFTEN	MOST OR ALL OF THE TIME
I have felt tense, anxious or nervous	0	1	2	3	4
I have felt I have someone to turn to for support when needed	4	3	2	1	0
I have felt O.K. about myself	4	3	2	1	0
I have felt able to cope when things go wrong	4	3	2	1	0
I have been troubled by aches, pains or other physical problems	0	1	2	3	4
I have been happy with the things I have done	4	3	2	1	0
I have had difficulty getting to sleep or staying asleep	0	1	2	3	4
I have felt warmth or affection for someone	4	3	2	1	0
I have been able to do most things I needed to	4	3	2	1	0
I have felt criticised by other people	0	1	2	3	4
I have felt unhappy	0	1	2	3	4
I have been irritable when with other people	0	1	2	3	4
I have felt optimistic about my future	4	3	2	1	0
I have achieved the things I wanted to	4	3	2	1	0

WARWICK-EDINBURGH MENTAL WELLBEING SCALE (WEMWBS)

Below are some statements about feelings and thoughts. Please circle the answer that best describes your experience of each over the last 2 weeks.

STATEMENTS	NONE OF THE TIME	RARELY	SOME OF THE TIME	OFTEN	ALL OF THE TIME
I've been feeling optimistic about the future	1	2	3	4	5
I've been feeling useful	1	2	3	4	5
I've been feeling relaxed	1	2	3	4	5
I've been feeling interested in other people	1	2	3	4	5
I've had energy to spare	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling good about myself	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been feeling confident	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5
I've been feeling loved	1	2	3	4	5
I've been interested in new things	1	2	3	4	5
I've been feeling cheerful	1	2	3	4	5

MEASURES OF MECHANISMS SUPPORTING GOOD OUTCOMES

STUDENT RESILIENCE SURVEY (SRS)

Please read every statement carefully and circle the answer that fits you best.

AT HOME, THERE IS AN ADULT WHO...	NEVER				ALWAYS
... is interested in my college work	1	2	3	4	5
... believes that I will be a success	1	2	3	4	5
... wants me to do my best	1	2	3	4	5
... listens to me when I have something to say	1	2	3	4	5

AT COLLEGE, THERE IS AN ADULT WHO...	NEVER				ALWAYS
... really cares about me	1	2	3	4	5
... tells me when I do a good job	1	2	3	4	5
... listens to me when I have something to say	1	2	3	4	5
... believes that I will be a success	1	2	3	4	5

AWAY FROM COLLEGE, THERE IS AN ADULT WHO...	NEVER				ALWAYS
... really cares about me	1	2	3	4	5
... tells me when I do a good job	1	2	3	4	5
... believes that I will be a success	1	2	3	4	5
... I trust	1	2	3	4	5

AWAY FROM COLLEGE...	NEVER				ALWAYS
... I am a member of a club, sports team, church group, or other group	1	2	3	4	5
... I take lessons in music, arts, sports, or have a hobby	1	2	3	4	5

ARE THERE STUDENTS AT YOUR COLLEGE WHO WOULD...	NEVER			ALWAYS	
... choose you on their team at college	1	2	3	4	5
... tell you you're good at doing things	1	2	3	4	5
... explain the rules of a game if you didn't understand them	1	2	3	4	5
... invite you to their home	1	2	3	4	5
... share things with you	1	2	3	4	5
... help you if you hurt yourself	1	2	3	4	5
... miss you if you weren't at college	1	2	3	4	5
... make you feel better if something is bothering you	1	2	3	4	5
... pick you for a partner	1	2	3	4	5
... help you if other students are being mean to you	1	2	3	4	5
... tell you you're their friend	1	2	3	4	5
... ask you to join in when you are all alone	1	2	3	4	5
... tell you secrets	1	2	3	4	5

	NEVER			ALWAYS	
I do things at home that make a difference (i.e. make things better)	1	2	3	4	5
I help my family make decisions	1	2	3	4	5
At college, I decide things like class activities or rules	1	2	3	4	5
I do things at college that make a difference (i.e. make things better)	1	2	3	4	5
I can work out my problems	1	2	3	4	5
I can do most things if I try	1	2	3	4	5
There are many things that I do well	1	2	3	4	5
I feel bad when someone gets their feelings hurt	1	2	3	4	5
I try to understand what other people feel	1	2	3	4	5
When I need help, I find someone to talk to	1	2	3	4	5
I know where to go for help when I have a problem	1	2	3	4	5
I try to work out problems by talking about them	1	2	3	4	5
I have goals and plans for the future	1	2	3	4	5
I think I will be successful when I grow up	1	2	3	4	5

PERCEIVED STRESS SCALE (PSS)

The questions in this scale ask you about your feelings and thoughts during the last month. In each case, please indicate with a check how often you felt or thought a certain way.

STATEMENTS	0 NEVER	1 ALMOST NEVER	2 SOME TIMES	3 FAIRLY OFTEN	4 VERY OFTEN
In the last month, how often have you felt that you were unable to control the important things in your life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the last month, how often have you felt confident about your ability to handle your personal problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the last month, how often have you felt that things were going your way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are you or have you ever been a young carer?

Young carers are children and young people under 18 who provide regular or ongoing care to a family member who has an illness, disability, mental health condition or drug/alcohol dependency.

Yes

No

TRAIT EMOTIONAL INTELLIGENCE QUESTIONNAIRE – ADOLESCENT SHORT FORM (TEIQUE-ASF) – SELF-REGULATION SUBSCALE

Please answer by putting a circle around the number that best shows how much you agree or disagree with each sentence below. If you strongly disagree with a sentence, circle a number close to 1. If you strongly agree with a sentence, circle a number close to 7. If you're not too sure if you agree or disagree, circle a number close to 4. Work quickly, but carefully. There are no right or wrong answers.

STATEMENTS	DISAGREE							AGREE
	1	2	3	4	5	6	7	
I find it hard to control my feelings	1	2	3	4	5	6	7	
I change my mind often	1	2	3	4	5	6	7	
I'm able to deal with stress	1	2	3	4	5	6	7	
I can control my anger when I want to	1	2	3	4	5	6	7	
Sometimes, I get involved in things later I wish I could get out of	1	2	3	4	5	6	7	
I try to control my thoughts and not worry too much about things	1	2	3	4	5	6	7	

USEFUL READING

GENERAL POPULATION – CLINICAL OUTCOMES IN ROUTINE EVALUATION

Evans, C., Connell, J., Audin, K., Sinclair, A., & Barkham, M. (2005). Rationale and development of a general population well-being measure: Psychometric status of the GP-CORE in a student sample. *British Journal of Guidance & Counselling*, 33(2), 153–173.

WARWICK-EDINBURGH MENTAL WELLBEING SCALE

Stewart-Brown, S., Tennant, A., Tennant, R., Platt, S., Parkinson, J., & Weich, S. (2009). Internal construct validity of the Warwick-Edinburgh mental wellbeing scale (WEMWBS): A Rasch analysis using data from the Scottish health education population survey. *Health and Quality of Life Outcomes*, 7(1), 15–22.

STUDENT RESILIENCE SURVEY

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Ladd, G.W., Kochenderfer, B. J. & Coleman, C.C. (1996). Friendship quality as a predictor of young children's early school adjustment. *Child Development*, 67, 1103–1118.

Lereya, T.S., Humphrey, N., Patalay, P., Wolpert, M. Böhnke, J.R., Macdougall, A., & Deighton, J. (2016). The student resilience survey: psychometric validation and associations with mental health. *Child and Adolescent Psychiatry and Mental Health*, 10(44), 1–15.

Sun, J. & Stewart, D. (2007). Development of population based resilience measures in the primary school setting. *Health Education*, 107(6), 575–99.

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Cohen, S., Kamarck, T., Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behavior*, 24, 385–396.

Cohen, S., & Williamson, G. (1988). Perceived stress in a probability sample of the United States. In S. Spacapan & S. Oskamp (Eds.), *The social psychology of health: Claremont symposium on applied social psychology*. Newbury Park, CA: Sage.

TRAIT-EMOTIONAL INTELLIGENCE QUESTIONNAIRE – ADOLESCENT SHORT FORM

Petrides, K. V., Sangareau, Y., Furnham, A., & Frederickson, N. (2006). Trait emotional intelligence and children's peer relations at school. *Social Development*, 15(3), 537–547.