DO YOU WANT TO POSITIVELY IMPACT THE LIVES OF THOUSANDS?

- Are you a certified life coach?
- Are you interested in using technology like mobile apps in your coaching practice?

We are looking to work with a small number of coaches who are early adopters of technology, knowledgeable and experienced in positive psychology and strength-based interventions, and who share our vision of technology-integrated online coaching.

To learn more, visit the Happify booth in the Exhibition Hall.
The International Positive Psychology Association (IPPA) was founded in 2007 to support the long-term growth of positive psychology and to bring together the global community of scholars, practitioners, and students who share in this mission. Together, we promote the science of positive psychology and its research-based applications, facilitate collaboration among members around the world and across academic disciplines, and share the findings of positive psychology with the broadest possible audience. Our members support educational programming, professional development opportunities, and positive psychology research and conferences around the globe.
Welcome to the Fourth World Congress!
Together we’re advancing the field of positive psychology

The International Positive Psychology Association connects the global community of scholars, practitioners and students who move the science of positive psychology forward. IPPA facilitates collaboration across disciplines and between countries, ensuring the vitality of our exciting field.

Become a member today and invest in the future of positive psychology.
www.ippanetwork.org
The Fourth World Congress on Positive Psychology would not be possible without the generous support of our Advertisers, Exhibitors and Sponsors. Thank you.

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University of Pennsylvania – Master of Applied Positive Psychology (MAPP)

See page 68 for a full list of Congress Exhibitors.
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The Congress could never have occurred without the extra-mile contributions of a number of extraordinary individuals. A mere thank you and public acknowledgement is not sufficient to express the gratitude of the entire IPPA community to the following individuals:

**CONGRESS COMMITTEE**
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Kris Peterson
Esther Hill

**PLANNING AND MANAGEMENT**
William Pawlucy

**WORLD CONGRESS**
Lisa Astorga
Chris Brown
Kim Nicholl-Keane

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Ewa Trzebinska
George Vaillant
Joar Vittersø
Lei Wang
Marie Wissing
Philip Zimbardo
Dear World Congress Delegate,

Welcome to the Fourth World Congress on Positive Psychology!

Our World Congresses have always been an excellent opportunity to gauge the vigor of the field. To date, that vigor has been growing ever-stronger, as each new World Congress has surpassed its predecessors with new research, more sophisticated applications, and an expanded community. It is becoming increasingly difficult to surpass the quality of the previous gathering, yet I am optimistic that this Fourth World Congress will further demonstrate what this field has achieved so far.

It is IPPA’s desire to build a truly international home for those working in positive psychology. Our World Congress, which we always eagerly await, is the best scenario for brainstorming initiatives, strengthening contacts, and, ultimately, understanding firsthand what some of the best scholars and practitioners are doing worldwide. I am convinced that good practices are rooted in the findings of research, and am sure that the presentations selected for this Congress will continue to contribute to a fruitful dialogue. After a strict selection process, our Fourth World Congress will include presentations from recognized scholars and practitioners, as well as a number of activities including pre-conference workshops, symposia, conversation hours, and oral and poster presentations.

The organization of a Congress of this magnitude is always a formidable challenge that begins just as the prior Congress comes to a close. I want to especially thank Dr. Kim Cameron (Congress Chair) and Lisa Astorga, Chris Brown, and Kim Nicholl-Keane (Congress Directors) for their immense involvement in organizing this event. A large number of people, including staff and tireless volunteers, have been working very hard to make the Fourth World Congress a success. Many of these individuals are listed on the previous page, but I would like to mention in particular James Pawelski (IPPA Executive Director) and Afton Hasset (Congress Advisor) who have volunteered enormous amounts of time and effort. I would also like to acknowledge dedicated staff members Jenny Brennan, Esther Hill, Kris Peterson, Reb Rebele, and Sydney Rubin. Without their incredible work, this event would not be possible. I am convinced that they will all sleep better and gain weight after this Congress successfully comes to a close.

We are having this World Congress in Florida, a Spanish word that means “flowery land.” It is my sincere wish that this Congress, celebrated in this fertile land, will be an excellent platform to continue the growth and flourishing of positive psychology. And, since this is a Congress of positive people, I am certain that this will be a space not only for learning and knowledge, but also for joy and enthusiasm.

So, dear fellow delegates, on my personal behalf and that of the IPPA Executive Committee and Board of Directors, I am very happy to invite you to plunge into the next few days of an extraordinarily positive and unforgettable Congress.

My most fervent wishes for the success of our biannual IPPA encounter.

Carmelo Vazquez, Ph.D.
President, International Positive Psychology Association
The World Congress of the International Positive Psychology Association is the premier event on the planet for bringing together scholars and practitioners, researchers and clinicians, managers and coaches, students and professors from around the world to share what we know and do not yet know about how individuals and organizations flourish, grow, and achieve extraordinary levels of performance. Among the many educational highlights of the Fourth World Congress are:

- An extraordinary invited speaker line-up of well-known scholars, leaders, and practitioners.
- Cutting-edge collaborative research in which positive psychology combines with: Neuroscience; Life stage development and generational research; Positive organizational scholarship; and Health research.
- Inspiring empirical evidence of the impact of positive interventions on: Primary and secondary education; Organizational performance, including profits, productivity, innovation, talent, and quality; And especially difficult situations, such as PTSD, trauma, mental illness, and addictions.
- Reports from the field around the world – including Africa, Australia, China, East Asia, Europe, the Middle East, and North America.
- Examinations of the dark side of the field, as well as the critiques of positive psychology research.
- More than 300 poster presentations showcasing promising new research and practice.

In addition to the content of this spectacular program, the Congress also features a variety of opportunities for interaction, personal development, and enjoyment. For example:

- Our opening reception and breaks each day facilitate networking and relationship-building.
- A special interest lunch helps attendees with shared interests find one another.
- Evening activities include opportunities to take advantage of our Disney World location, a service project with Soaring-Words and a movie viewing.
- The exhibit hall features organizations that support and extend the reach of positive psychology.

The Congress could never have occurred without the extra-mile contributions of a number of extraordinary individuals. A mere thank you and public acknowledgement is not sufficient to express my personal gratitude and the gratitude of the entire IPPA community to the individuals listed on page 7. These people have contributed innumerable hours on behalf of IPPA and the Fourth World Congress, and they deserve special thanks and kudos. From reviewing abstracts to planning activities, many dedicated hours were spent helping to make this the world’s best gathering of scientific and practical knowledge about positive psychology.

I wish you a wonderful four days together at the Fourth World Congress.

Kim Cameron
Congress Chair, Fourth World Congress Of The International Positive Psychology Association
Positive psychology is the scientific study of what makes individuals and communities thrive.

MISSION STATEMENT
The mission of the International Positive Psychology Association (IPPA) is to:

• Promote the science of positive psychology and its research-based applications
• Facilitate collaboration among researchers, teachers, students, and practitioners of positive psychology around the world and across academic disciplines
• Share the findings of positive psychology with the broadest possible audience

CONGRESS OBJECTIVES
The aim of the World Congress on Positive Psychology is to:

• Inform and inspire participants regarding positive psychology and its impact on human beings and human systems
• Facilitate interaction and collaboration among scholars, practitioners, leaders, and students from around the world
• Enable participants to enhance the well-being and performance of as many individuals and organizations as possible by sharing scientific research and best practice related to positive psychology

GENERAL INFORMATION

ADMISSION
Congress name badges are required for access to all scientific sessions, including admission to the exhibit hall and all social events. Please note the following access per badge type:

• Full Attendee Badge: All activities throughout the congress
• One Day Badge: All activities on the specified day
• Press Badge: All educational sessions and exhibit hall
• Exhibit Hall Only Badge: Access to the exhibit hall only

* Attendees not wearing a badge will be denied admission to the congress activities.

CERTIFICATE OF ATTENDANCE
A personalized certificate of attendance is available upon request at the Congress Registration Desk.

EXHIBITS
Educational and informational exhibits will be available in the Veracruz Exhibit Hall, located one level below the Lobby, during the congress. Exhibiting company representatives will be available to answer your questions about their programs, products and services. Please visit the exhibits and thank the representatives for their support. The complete list of exhibits can be found on page 68.

Exhibit Hall hours are as follows:
Thursday, June 25, 2015 8:00 PM – 9:30 PM
Friday, June 26, 2015 7:00 AM – 5:00 PM
Saturday, June 27, 2015 7:00 AM – 3:30 PM

BUSINESS CENTER
The Business Center is located in the Conference Center at Disney's Coronado Springs Resort, next to the Acapulco Room. It is open during the following days/times:
Monday-Friday 7:00 AM – 5:00 PM
Saturday and Sunday 8:00 AM – 5:00 PM
INSURANCE
The Congress organizers cannot accept liability for personal injuries sustained, or for loss of, or damage to, property belonging to Congress attendees, either during or as a result of the Congress. Participants have been encouraged to purchase travel insurance prior to leaving their home country. Insurance plans typically cover accidental loss of belongings, medical costs in case of injury or illness, and other possible risks of international travel. Please check the validity and coverage of your own insurance.

LANGUAGE
English is the official language of the Congress. No translation arrangements will be made.

PHOTOGRAPHY
Any photography, filming, taping, recording or reproduction in any medium including via the use of tripod-based equipment of any of the programs and/or posters presented at the Fourth World Congress on Positive Psychology without the express written consent of the International Positive Psychology Association is strictly prohibited. Exceptions to this policy include non-flash photography and audiotape recording using hand-held equipment for strictly personal use, which are permitted if not disruptive.

MOBILE DEVICES
As a courtesy to the speakers and your fellow attendees, please switch your mobile device(s) to silent while attending the sessions. If using a mobile device (phone, tablet, or camera) to take non-flash photography during Congress sessions, please be courteous to fellow attendees and refrain from blocking the view of those seated behind you.

POSTER SESSIONS
There will be two poster sessions during the Congress. Posters, located in the Veracruz Exhibit Hall, will be on display the full day of their assigned session, however authors will only be in attendance during the following times:

Poster Session 1:
Friday June 26, 2015  2:30 – 3:30 pm
Poster Session 2:
Saturday June 27, 2015  2:30 – 3:30 pm
The complete list of accepted posters is located on page 51.

REGISTRATION HOURS
Congress Registration will take place at the Central Registration Desk across from the Coronado Ballroom. Hours are as follows:

Wednesday, June 24, 2015  4:00 pm – 7:00 pm
Thursday, June 25, 2015  7:00 am – 8:30 pm
Friday, June 26, 2015  7:00 am – 5:30 pm
Saturday, June 27, 2015  7:30 am – 6:00 pm
Sunday, June 28, 2015  7:30 am – 1:00 pm

SMOKING POLICY
Smoking is prohibited anywhere within the Hotel.

SPEAKER READY ROOM
The Speaker Ready Room is located in Sonora B of the Disney's Coronado Springs Resort. Hours are as follows:

Wednesday, June 24, 2015  3:00 pm – 7:00 pm
Thursday, June 25, 2015  7:00 am – 6:00 pm
Friday, June 26, 2015  7:00 am – 5:30 pm
Saturday, June 27, 2015  7:00 am – 6:30 pm
Sunday, June 28, 2015  7:00 am – 1:00 pm
All presenters are asked to check into the Speaker Ready Room 6 hours in advance of their presentation.
How to teach, build and embed well-being in school.

Based on pioneering work at St Peter’s College, Adelaide Australia, Evidence-Based Approaches in Positive Education explores how to develop a whole school well-being strategy. With chapters on leading change, measurement, character strengths, leadership, and curriculum this book is written by St Peter’s College faculty with colleagues from the University of Melbourne and Pennsylvania. It is a must read.

Now available at www.springer.com
## SCHEDULE AT A GLANCE  THURSDAY, JUNE 25

### PRE-CONGRESS SESSIONS AND CONGRESS OPENING

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 AM -</td>
<td>PRE-CONGRESS ML1: Individual Differences In Prioritizing Positivity: New Measures And Findings</td>
<td>Monterey</td>
</tr>
<tr>
<td>10:30 AM</td>
<td>Barbara Fredrickson, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>10:45 AM -</td>
<td>PRE-CONGRESS ML2: Turning a Good Job into a Happy Life</td>
<td>Monterey</td>
</tr>
<tr>
<td>12:15 PM</td>
<td>Shane Lopez, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>1:30 PM -</td>
<td>PRE-CONGRESS ML3: Cultivating the Spiritual Dimension in Life: A Vital Aspect of Positive Psychology</td>
<td>Coronado E/F/G</td>
</tr>
<tr>
<td>3:00 PM</td>
<td>Kenneth Paragment, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>3:15 PM -</td>
<td>PRE-CONGRESS ML4: The Paradoxical Effects of Trying to be Grateful and Other Counterintuitive Findings from the Science of Gratitude</td>
<td>Coronado E/F/G</td>
</tr>
<tr>
<td>4:45 PM</td>
<td>Robert Emmons, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>6:30 PM -</td>
<td>WELCOME AND OPENING PLENARY SESSION</td>
<td></td>
</tr>
<tr>
<td>8:00 PM</td>
<td>P1: Positive Psychology: The Cutting Edge in Research and Teaching, Martin Seligman, Ph.D.</td>
<td>Coronado J/H</td>
</tr>
<tr>
<td></td>
<td>Making Change Last, Tal Ben-Shahar, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>8:00 PM -</td>
<td>OPENING DESSERT RECEPTION</td>
<td>Veracruz Exhibit Hall</td>
</tr>
<tr>
<td>9:00 PM -</td>
<td>SIPPA SOCIAL EVENT</td>
<td>Rix Lounge</td>
</tr>
<tr>
<td>9:30 PM -</td>
<td>WORK AND ORGANIZATIONS DIVISION SOCIAL EVENT</td>
<td>Laguna Bar</td>
</tr>
</tbody>
</table>

World Congress sessions on the following pages have been grouped into loose-fitting themes to help you find the most relevant presentations for you. The diversity of this field, though, means that some of the most helpful ideas might come from sessions in other categories. We encourage you to sample broadly from the program.
## SCHEDULE AT A GLANCE  FRIDAY, JUNE 26

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Invited Speaker</th>
<th>Virtues / Strengths</th>
<th>Culture / Global</th>
<th>Clinical / Lifespan</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 AM - 8:00 AM</td>
<td>COFFEE AVAILABLE/EXHIBIT HALL OPEN – Veracruz Exhibit Hall</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 8:00 AM - 9:15 AM | P2: Mirror Flourishing: Appreciative Inquiry and the Designing of Positive Institutions  
David Cooperrider, Ph.D.  
Coronado J/H |                                  |                            |                         |                       |
| 9:15 AM - 9:45 AM | BREAK                                       |                                  |                            |                         |                       |
| 9:45 AM – 10:45 AM | IN1: Positive Psychology and Clinical Psychology: Emerging Promises and Translational Challenges  
Carmelo Vazquez, Ph.D. |                                  |                            |                         |                       |
|                | SY1: Research on Character & Virtues  
R. McGrath |                                  |                            |                         |                       |
|                | CH1: Positive Psychology Associations Around the World  
L. Sansom |                                  |                            |                         |                       |
|                | IPS1: Clinical Applications  
(Selected Oral Presentations) |                                  |                            |                         |                       |
| 10:45 AM - 11:00 AM | BREAK                                       |                                  |                            |                         |                       |
| 11:00 AM - 12:00 PM | Track 2                                      | IN2: Past, Present and Future Perspectives of Eudaimonic Well-being  
Carol Ryff, Ph.D. |                            |                         |                       |
|                | WK3: From Grief to Gratitude: Implementing Positive Psychology's Gratitude Interventions in Recovery from Loss  
K. Gallup |                                  |                            |                         |                       |
|                | IPS4: Cultural Differences  
(Selected Oral Presentations) |                                  |                            |                         |                       |
|                | SY4: Positive Psychotherapy: Diverse Ways of Applying in Clinical Settings  
T. Rashid |                                  |                            |                         |                       |
| 12:00 PM - 1:30 PM | INTEREST GROUP LUNCH  
Sponsored by the Master of Applied Positive Psychology (MAPP) program at the University of Pennsylvania  
Veracruz Exhibit Hall |                                  |                            |                         |                       |
| 1:30 PM - 2:30 PM | Track 3                                      | IN3: Sacred Moments: A Hidden Ingredient of Resilience and Change  
Kenneth Pargament, Ph.D. |                            |                         |                       |
|                | SY7: Building Strength: Tools for the Positive Psychology Practitioner  
S. Polly |                                  |                            |                         |                       |
|                | IPS5: Positive Psychology in the Middle East  
(Selected Oral Presentations) |                                  |                            |                         |                       |
|                | WK6: Wrong To Strong: Using Positive Psychotherapy For People With Chronic Mental Illness and Intellectual Disabilities  
D. Tomasulo |                                  |                            |                         |                       |
| 2:30 PM - 3:30 PM | POSTER SESSION I – Veracruz Exhibit Hall  
Refreshments sponsored by Beverage Institute for Health & Wellness of The Coca-Cola Company |                                  |                            |                         |                       |
| 3:30 PM - 4:30 PM | Track 4                                      | IN4: Well-being: Perspectives from Affective and Contemplative Neuroscience  
Richard Davidson, Ph.D. |                            |                         |                       |
|                | SY11: When Happiness Has a Bad Day  
L. Alloro |                                  |                            |                         |                       |
|                | IPS9: Well-being Across Contexts  
(Selected Oral Presentations) |                                  |                            |                         |                       |
|                | SY12: Positive Clinical Psychology: Underpinning, Intervention & Process  
E. Bohlmeijer |                                  |                            |                         |                       |
| 4:30 PM - 4:45 PM | BREAK                                       |                                  |                            |                         |                       |
| 4:45 PM - 5:15 PM | AWARDS CEREMONY  
Coronado J/H |                                  |                            |                         |                       |
| 5:15 PM - 6:15 PM | P3: Capitalism, Values, and Large Scale Flourishing  
Jonathan Haidt, Ph.D.  
Coronado J/H |                                  |                            |                         |                       |
| 7:00 PM - 9:00 PM | CH3: Positive Psychology in China  
Y. Zhao |                                  |                            |                         |                       |
<table>
<thead>
<tr>
<th>HEALTH/INTERVENTIONS</th>
<th>EDUCATION</th>
<th>WELL-BEING</th>
<th>MINDFULNESS</th>
<th>MEASURES / SCIENCE</th>
<th>WORK / ORGS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiesta Ballroom 5</td>
<td>Fiesta Ballroom 6</td>
<td>Fiesta Ballroom 7-10</td>
<td>Coronado C/D</td>
<td>Monterey</td>
<td></td>
</tr>
</tbody>
</table>

**COFFEE AVAILABLE/EXHIBIT HALL OPEN – Veracruz Exhibit Hall**

P2: Mirror Flourishing: Appreciative Inquiry and the Designing of Positive Institutions  
David Cooperider, Ph.D.  
Coronado J/H

**BREAK**

**INTEREST GROUP LUNCH**  
Sponsored by the Master of Applied Positive Psychology (MAPP) program at the University of Pennsylvania  
Veracruz Exhibit Hall

**POSTER SESSION I – Veracruz Exhibit Hall**  
Refreshments sponsored by Beverage Institute for Health & Wellness of The Coca-Cola Company

**AWARDS CEREMONY**  
Coronado J/H

P3: Capitalism, Values and Large Scale Flourishing  
Jonathan Haidt, Ph.D.  
Coronado J/H

**SIPPA IDEA BOUNCE**
## SCHEDULE AT A GLANCE  SATURDAY, JUNE 27

<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
<th>INVITED SPEAKER</th>
<th>VIRTUES / STRENGTH</th>
<th>CULTURE / GLOBAL</th>
<th>CLINICAL / LIFESPAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 AM - 8:00 AM</td>
<td>COFFEE AVAILABLE/EXHIBIT HALL OPEN AND DIVISION BUSINESS MEETINGS</td>
<td>Veracruz Exhibit Hall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00 AM - 9:15 AM</td>
<td>P4: Fully Charging Your Work and Life</td>
<td>Tomi Rath</td>
<td>Coronado J/H</td>
<td>Fiesta Ballroom 1-4</td>
<td>Coronado A/B</td>
</tr>
<tr>
<td>9:15 AM - 9:45 AM</td>
<td>BREAK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:45 AM - 11:00 AM</td>
<td>BREAK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00 AM - 12:00 PM</td>
<td>Track 6</td>
<td>IN6: Critiques of Positive Psychology</td>
<td>K. Cameron, Ph.D.</td>
<td>SY19: Deepening our Understanding of Gratitude: International Perspectives</td>
<td>IPS12: Positive Psychology in Asia</td>
</tr>
<tr>
<td>12:00 PM - 1:30 PM</td>
<td>LUNCH - EXHIBITS OPEN</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30 PM - 2:30 PM</td>
<td>Track 7</td>
<td>IN7: The Power of Optimism (and Gratitude, Good Relationships, Accomplishment...)</td>
<td>Rhonda Cornum, MD, Ph.D.</td>
<td>SY22: The Hope-Barometer and Positive Attributes Survey 2015</td>
<td>WK15: Building Teacher Resiliency: Mentoring with a Growth Mindset and Signature Strengths</td>
</tr>
<tr>
<td>2:30 PM - 3:30 PM</td>
<td>POSTER SESSION 2 – Veracruz Exhibit Hall</td>
<td>Refreshments sponsored by Beverage Institute for Health &amp; Wellness of The Coca-Cola Company</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:30 PM - 4:30 PM</td>
<td>Track 8</td>
<td>IN8: Positive Organizational Scholarship: A Professional and Personal Journey</td>
<td>John Kim, Ph.D.</td>
<td>SY25: Character Strengths Use at Work</td>
<td>W18: Using the Language of Positive Psychology in the Classroom</td>
</tr>
<tr>
<td>4:30 PM - 4:45 PM</td>
<td>BREAK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:45 PM - 5:45 PM</td>
<td>P5: Heart-Brain Dynamics: The Role of Self-Regulation and Psychophysiological Coherence in Optimal Functioning</td>
<td>Rollin McCraty, Ph.D.</td>
<td>Coronado J/H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:45 PM - 7:30 PM</td>
<td>DINNER ON OWN</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:30 PM - 10:00 PM</td>
<td>OPTIONAL ACTIVITIES: Movie Screening: Saving Mr. Banks - Fiesta Ballroom 5</td>
<td>IPPA Rocks the World: Saturday Night Celebration with Soaringwords + Zumba® - Coronado K</td>
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</table>
**SCHEDULE AT A GLANCE**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td>7:00 AM</td>
<td>Coffee Available/Exhibit Hall Open and Division Business Meetings</td>
</tr>
<tr>
<td>9:15 AM</td>
<td>Break</td>
</tr>
<tr>
<td>10:00 AM</td>
<td>SIPPA Mentoring Event (Selected Oral Presentations)</td>
</tr>
<tr>
<td>11:00 AM</td>
<td>Break</td>
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<tr>
<td>12:00 PM</td>
<td>Poster Session 2 – Veracruz Exhibit Hall</td>
</tr>
<tr>
<td>12:00 PM</td>
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<tr>
<td>1:00 PM</td>
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<td>2:30 PM</td>
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<td>3:30 PM</td>
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<tr>
<td>4:30 PM</td>
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<tr>
<td>5:45 PM</td>
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<tr>
<td>7:30 PM</td>
<td>Break</td>
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<tr>
<td>10:00 PM</td>
<td>Break</td>
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</table>

**ROOM / TOPIC**

<table>
<thead>
<tr>
<th>Track 5</th>
<th>Rhonda Cornum, MD, Ph.D.</th>
<th>Organizational Scholarship: Organizations Positive: Positive Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Track 6</td>
<td>B. Fredrickson, Ph.D.</td>
<td>Robert Quinn, Ph.D.</td>
</tr>
<tr>
<td></td>
<td>M. Seligman, Ph.D.</td>
<td>A Professional and Personal Journey</td>
</tr>
<tr>
<td>Track 7</td>
<td>K. Cameron, Ph.D.</td>
<td>Positive Psychology</td>
</tr>
<tr>
<td>Track 8</td>
<td>C. Vazquez, Ph.D.</td>
<td>Cultural Surgery</td>
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</tbody>
</table>

**OPTIONAL ACTIVITIES:**

- Movie Screening: Saving Mr. Banks - Fiesta Ballroom 5
- IPPA Rocks the World: Saturday Night Celebration with Soaringwords + Zumba® - Coronado K
## Schedule at a Glance  Sunday, June 28

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Invited Speaker</th>
<th>Virtues / Strength</th>
<th>Culture / Global</th>
<th>Clinical / Lifespan</th>
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<tr>
<td>7:00 AM - 8:00 AM</td>
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<td></td>
<td>COFFEE AVAILABLE</td>
<td>Coronado Ballroom Foyer</td>
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<tr>
<td>8:00 AM - 9:00 AM</td>
<td></td>
<td></td>
<td>P6: Positivity Resonates</td>
<td>Barbara Fredrickson, Ph.D.</td>
<td>Coronado J/H</td>
</tr>
<tr>
<td>9:00 AM - 9:15 AM</td>
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<td>BREAK</td>
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<tr>
<td>9:15 AM - 10:15 AM</td>
<td></td>
<td></td>
<td>IN9: Positive Psychology in China</td>
<td>Kaiping Peng, Ph.D.</td>
<td>Fiesta Ballroom 1-4</td>
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<tr>
<td></td>
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<td></td>
<td>WK20: Transforming Business through Compassion</td>
<td>J. Hakanen</td>
<td>Coronado A/B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SY31: Freedom and Responsibility in Cultural Context</td>
<td>K. Sheldon</td>
<td>Coronado E/F/G</td>
</tr>
<tr>
<td></td>
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<td>WK21: Being Better: Rewriting Our and Others' Adolescence</td>
<td>M.E. Garassini</td>
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<td>10:30 AM - 11:30 AM</td>
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<td>Track 10</td>
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<td>WK24: Beyond Self-Doubt and the Science of Self-Efficacy and Self-Confidence</td>
<td>L. Jewell</td>
<td>Fiesta Ballroom 5</td>
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<td>W25: Meaning at Work: Using Meetings in Organizations to Create Meaning</td>
<td>I. Ravn</td>
<td>Fiesta Ballroom 6</td>
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<td>IPS19: Family and Life Span (Selected Oral Presentations)</td>
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<td>Fiesta Ballroom 7-10</td>
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<tr>
<td>12:00 PM - 1:00 PM</td>
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<td>Track 11</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>IN11: My Search for Flourishing</td>
<td>Corey Keyes</td>
<td>Coronado C-D</td>
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<tr>
<td></td>
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<td>WK29: Putting Your Strengths to Work</td>
<td>M. McQuaid</td>
<td>Monrrey</td>
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<tr>
<td></td>
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<td>WK30: Applying Positive Psychology in the Helping Professions: an Integrative Framework</td>
<td>M. Tarragona</td>
<td>Coronado A/B</td>
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<tr>
<td></td>
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<td>WK31: Systematic Training in Sustainable Forms of Compassion</td>
<td>B. Ozawa-de-Silva</td>
<td>Coronado E/F/G</td>
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<td>1:00 PM - 1:15 PM</td>
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<tr>
<td>1:15 PM - 2:30 PM</td>
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<td>CLOSING PLENARY SESSION AND FAREWELL</td>
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<td></td>
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<td></td>
<td>P7: Positive Psychology and the Importance of Culture</td>
<td>Mihaly Csikszentmihalyi, Ph.D.</td>
<td>Coronado J/H</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>The Positive Humanities: A New Approach to Human Flourishing</td>
<td>James Pawelski, Ph.D.</td>
<td>Coronado J/H</td>
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*TO SEE FULL ABSTRACTS GO TO WWW.IPPNETWORK.ORG/WCPP2015/ABSTRACTS*
<table>
<thead>
<tr>
<th>TOPIC</th>
<th>HEAL THE/INTERVENTIONS</th>
<th>EDUCATION</th>
<th>WELL-BEING</th>
<th>MINDFULNESS</th>
<th>MEASURES / SCIENCE</th>
<th>WORK / ORGS.</th>
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<tr>
<td>Health/Interventions</td>
<td>Yucatan</td>
<td>Fiesta Ballroom 5</td>
<td>Fiesta Ballroom 6</td>
<td>Fiesta Ballroom 7-10</td>
<td>Coronado C-D</td>
<td>Monterey</td>
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**SCHEDULE AT A GLANCE**

**SUNDAY, JUNE 28**

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Invited Speaker(s)</th>
<th>Room(s)</th>
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</thead>
<tbody>
<tr>
<td>7:00 AM</td>
<td>Coffee Available</td>
<td></td>
<td>Coronado Ballroom Foyer</td>
</tr>
<tr>
<td>8:00 AM</td>
<td>P6: Positivity Resonates</td>
<td>Barbara Fredrickson, Ph.D.</td>
<td>Coronado J/H</td>
</tr>
<tr>
<td>9:00 AM</td>
<td>Break</td>
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<tr>
<td>9:15 AM</td>
<td>Break</td>
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<tr>
<td>10:15 AM</td>
<td>Break</td>
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<tr>
<td>10:15 AM</td>
<td>Track 9</td>
<td>Kaiping Peng, Ph.D.</td>
<td>WK20: Transforming Business through Compassion J. Hakanen</td>
</tr>
<tr>
<td>10:15 AM</td>
<td>SY32: Online Positive Psychological Interventions: From Development to Implementation S.M.A. Lamers</td>
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<tr>
<td>10:15 AM</td>
<td>SY33: A Pivotal Partnership for Understanding and Optimizing Positive Education D. Vella-Brodick</td>
<td>SY34: Contemplative Science as a Resource for Positive Psychology B. Ozawa-de-Silva</td>
<td>SY35: What's All the Hype? Big Data and Positive Psychology M. Kern</td>
</tr>
<tr>
<td>10:15 AM</td>
<td>SY41: A Pivotal Partnership for Understanding and Optimizing Positive Education D. Vella-Brodick</td>
<td>SY42: Contemplative Science as a Resource for Positive Psychology B. Ozawa-de-Silva</td>
<td>SY43: What's All the Hype? Big Data and Positive Psychology M. Kern</td>
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<td>12:00 PM</td>
<td>WK31: Systematic Training in Sustainable Forms of Compassion B. Ozawa-de-Silva</td>
<td>WK32: Using the Well-being Profiler for Schools T. Chin</td>
<td>CH7: Writing About Positive Psychology for a General Audience J. Marsh</td>
</tr>
<tr>
<td>12:00 PM</td>
<td>IPS20: Coaching, Mentoring, and Self-Development (Selected Oral Presentations)</td>
<td>IPS21: Positive Education (Selected Oral Presentations)</td>
<td>IPS22: Measurement (Selected Oral Presentations)</td>
</tr>
<tr>
<td>12:00 PM</td>
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<td>1:00 PM</td>
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<tr>
<td>1:00 PM</td>
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<tr>
<td>1:00 PM</td>
<td>P7: Positive Psychology and the Importance of Culture, Mihaly Csikszentmihalyi, Ph.D.</td>
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<td>1:00 PM</td>
<td>Coronado J/H</td>
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**COFFEE AVAILABLE**

Coronado Ballroom Foyer
P1  Positive Psychology: The Cutting Edge in Research and Teaching

Martin Seligman, The University of Pennsylvania, Philadelphia, Pennsylvania, United States

Martin E.P. Seligman is the Zellerbach Family professor of psychology and director of the Positive Psychology Center at the University of Pennsylvania, where he focuses on positive psychology, learned helplessness, depression, ethno-political conflict, and optimism. He is a best-selling author of several books including, most recently, *Flourish*. He received the American Psychological Society’s William James Fellow Award for basic science and Cattell Award for the application of science, and two Distinguished Scientific Contribution awards from the American Psychological Association. In 1996, Seligman was elected president of the American Psychological Association by the largest vote in modern history. His current mission is the attempt to transform social science to work on the best things in life—virtue, positive emotion, good relationships, and positive institutions—and not just on healing pathology.

P1  Making Change Last

Tal Ben-Shahar, Herzliya, Israel

Tal Ben-Shahar is an author and lecturer. He taught two of the largest classes in Harvard University’s history, Positive Psychology and The Psychology of Leadership. Today, Tal consults and lectures around the world to executives in multinational corporations, the general public, and at-risk populations. His books have been translated into more than twenty-five languages, and have appeared on the best-sellers list around the world. Tal is a serial entrepreneur, and is the co-founder and chief learning officer of The Wholebeing Institute, Potentialife, Mayiv, and Happier.TV. In this session, Tal discusses how most personal and organizational change efforts fail. While initial excitement may be high following a workshop or program, more often than not people go back to where they were prior to the intervention. To enjoy change that lasts, that goes beyond the “honeymoon period,” insights must be followed up with actual behaviors and concrete rituals.

P2  Mirror Flourishing: Appreciative Inquiry and the Designing of Positive Institutions

David Cooperrider, Case Western University, Cleveland, Ohio, United States

In this plenary, David Cooperrider explores the proposition that the quest for a flourishing earth is the most significant positive psychology and organization development opportunity of the 21st century—and that when people in organizations work toward building a sustainable and flourishing world they too are poised to flourish in ways that elevate innovation, personal excellence, and workplace well-being. Put another way, corporate citizenship “out there” is not only about serving or satisfying external stakeholders, it is also core to individual flourishing inside the firm. Sustainable value creation and shared well-being might well reinforce and work both ways and thereby raise a far-reaching exploration: what is the link between advancing sustainability for a flourishing Earth, with the interdependent flourishing of the human side of enterprise? And how might the new scholarship on positive institutions shed light on this important but under-researched dynamic? How, precisely, might an organization’s quest for sustainable value bring out the best not just on the outside—helping to advance a better society or world—but
also bring out the best on the “inside”—in the flourishing of people, the quality of their relationships, their health and well-being, their motivation and performance, and their capacity for growth, resilience, and positive change?

Using data from over 3,000 appreciative inquiry interviews into “business as an agent of world benefit,” David Cooperrider shares a myriad of diverse stories but just one overarching conclusion: there is nothing that brings out the best in human enterprise faster, more consistently, or powerfully than calling a whole organization to design “bright green” solutions to humanity’s greatest social and environmental challenges.

P3  Capitalism, Values and Large Scale Flourishing
Jonathan Haidt, New York University, New York, New York, United States

The 2015 World Happiness Report shows that almost all of the happiest countries are free-market societies, and almost all of the least happy countries are not. In his talk, Johnathan Haidt will discuss the many relationships between capitalism and happiness, and analyze the intense moralism that often surrounds discussions of capitalism. He suggests that one imperative for international positive psychology in the 21st century is to help countries find their own ways to balance the sometimes-competing needs for dynamism and decency.

P4  Fully Charging Your Work and Life
Tom Rath, Gallup Consulting, Arlington, Virginia, United States

Tom Rath, author of five international bestsellers, will share his latest research about how small choices profoundly affect our daily well-being and effectiveness at work. Drawing on the latest research from business, psychology, and economics, Tom’s talk will focus on the most practical changes we can make to create better days for ourselves and others. He will address the importance of meaningful work, the influence of relationships and interactions, and discuss how we can create the physical energy we need in order to be our best every day.

P5  Heart-Brain Dynamic: The Role of Self-Regulation and Psychophysiological Coherence in Optimal Functioning
Rollin McCraty, Institute of Heartmath, Boulder Creek, California, United States

This presentation will provide an overview of a heart-focused approach to self-regulation and energy management for building and sustaining resilience. Most of the self-regulation techniques include the intentional activation of a positive emotion and have been shown to provide a wide range of personal, social and organizational benefits, such as lowered health care costs, reductions in staff turnover, fewer mistakes, improved teamwork and communication, and shorter meeting times. The presentation will discuss the physiology of heart-brain communication and how the rhythm of heart directly influences emotional experience and cognitive functioning. It will also discuss how and why heart rate variability (HRV) can be used as an index of self-regulatory capacity and how it can also be used to facilitate the acquisition of emotional self-regulation skills and improve cognitive functioning. In addition, research on the “science of what connects us” will be discussed. This includes data showing that the heart radiates a measurable magnetic field which carries emotional state information, and can be detected by the nervous systems of nearby.
animals and other people. This section includes data showing that the earth and ionosphere generate a symphony of resonant frequencies that are in the same range as those of the human heart, autonomic nervous system, and brain. Outcome data will be shown on how changes in these fields affect human emotions and behaviors as well as some surprising new data indicating that the earth’s magnetic field interconnects humanity at a deep and fundamental level.

P6  Positivity Resonates
Barbara Fredrickson, University of North Carolina, Chapel Hill, North Carolina, United States

Author of *Positivity* and *Love 2.0*, Professor Barbara Fredrickson’s most recent research offers an innovative approach to understanding the multiple ways by which positive emotions promote physical health. Most known for her broaden-and-build theory of positive emotions, which identifies positive emotions as key drivers of individual and collective resource building, Dr. Fredrickson’s research reveals how positive emotions alter heart health and molecular physiology. Stepping off from this work, she has more recently developed what she has called the upward spiral theory of lifestyle change. This new integrative model positions positive emotions as creating non conscious and increasing motives for wellness behavior, rooted in enduring biological changes. In this presentation, Dr. Fredrickson will describe the origins of and evidence for this new perspective on how positive emotions promote physical health. Implications for how best to promote positive lifestyle changes are illuminated.

P7  Positive Psychology and the Importance of Culture
Mihaly Csikszentmihalyi, Claremont Graduate University, Claremont, California, United States

I assume we are all more or less agreed as to the goals of positive psychology. We are all dedicated to help humanity fulfill its great potential, and direct the evolutionary forces towards a world of peace, prosperity, and continuing psychic complexity. Where we often differ is as to the means for reaching this common goal. So far, a great deal of work has been done to improve the quality of life through mindfulness, gratitude, savoring, and other techniques the individual can learn to use. Also, much has been accomplished at the level of organizations. What we should not forget, however, is that individual and local solutions take place in the wider context of society and culture. If the momentum of the culture as a whole is forcing us in directions that work against our goals, what can Positive Psychology do to steer the future in directions more in line with our ultimate goals?

P7  The Positive Humanities: A New Approach to Human Flourishing
James Pawelski, University of Pennsylvania, Philadelphia, Pennsylvania, United States

The field of positive psychology was founded nearly twenty years ago when Martin Seligman, along with Mihaly Csikszentmihalyi, observed that psychology focused much more on pathology than on well-being. Today, there is a similar overemphasis on pathology and ill-being throughout much of the arts and humanities. This presentation will introduce the nascent field of the positive humanities, which calls for an explicit emphasis on well-being to balance current approaches in literature, music, art, movies, philosophy, history, religion, and other cultural domains. A strategic collaboration between the positive humanities and positive psychology can benefit both fields in their ability to understand, cultivate, and measure well-being. More broadly, such collaboration can benefit humanity by creating new approaches to human flourishing.
SCHEDULE  THURSDAY, JUNE 25

7:00 AM – 8:30 PM  CONGRESS REGISTRATION

9:00 AM – 10:30 PM  PRE-CONGRESS SESSIONS

ML1 Individual Differences in Prioritizing Positivity: New Measures and Findings  Monterey
Barbara Fredrickson, University of North Carolina, Chapel Hill, North Carolina, United States

W1 Bring Your Organization to Life! Creating a Culture of Curiosity, Courage, Compassion, and Celebration  Coronado E/F/G
Monica Worline, Stanford University, Center for Compassion and Altruism Research and Education, Palo Alto, California, United States

W2 Positive Psychology Goes to School: Lessons from the Field of Positive Education  Coronado A/B
Lea Waters, University of Melbourne, Melbourne, Australia

W3 Positive Psychology Coaching for Executive Well-Being  Coronado C/D
Jeffrey Auerbach, College of Executive Coaching, Pismo Beach, California, United States

10:45 AM – 12:15 PM  PRE-CONGRESS SESSIONS

ML2 Turning a Good Job into a Happy Life  Monterey
Shane Lopez, Gallup Consulting

W4 Creating Sustainable Performance: Thriving at Work  Coronado E/F/G
Christine Porath, Georgetown University, Washington DC, United States

W5 Methods for Studying Positive Psychological Processes in Social Interactions and Ongoing Relationships  Coronado A/B
Sarah Algoe, University of North Carolina, Chapel Hill, North Carolina, United States

1:30 PM – 3:00 PM  PRE-CONGRESS SESSIONS

ML3 Cultivating the Spiritual Dimension in Life: A Vital Aspect of Positive Psychology  Coronado E/F/G
Kenneth Pargament, Bowling Green University, Bowling Green, Kentucky, United States

W7 Positive Psychotherapy (PPT): Nuances of Clinical Applications  Coronado A/B
Tayyab Rashid, University of Toronto Scarborough, Toronto, Canada

1:30 PM – 4:45 PM  PRE-CONGRESS SESSIONS

W6 The Power and Possibilities of High Quality Connections at Work  Monterey
Jane Dutton, University of Michigan, Ann Arbor, Michigan, United States

W8 Designing, Deploying, and Evaluating Behavioral Interventional Technologies for Positive Psychology  Coronado C/D
Stephen Schueller, Northwestern University, Feinberg School of Medicine, Evanston, Illinois, United States

W9 Measuring Positive Constructs  Yucatan
Carlos Mora, University of Michigan, Ann Arbor, Michigan, United States

3:15 PM – 4:45 PM  PRE-CONGRESS SESSIONS

ML4 The Paradoxical Effects of Trying to Be Grateful and Other Counterintuitive Findings from the Science of Gratitude  Coronado E/F/G
Robert Emmons, University of California-Davis, Davis, California, United States
W10 Incorporating Health Measurement into Your Positive Psychology Research
Coronado A/B
Afton Hasset, University of Michigan, Ann Arbor, Michigan, United States
Sarah Pressman, University of California, Irvine, California, United States
Joel Milam, University of Southern California, Los Angeles, California, United States

6:30 PM – 8:00 PM  WELCOME AND OPENING PLENARY SESSION  VERACRUZ EXHIBIT HALL
P1  Positive Psychology: The Cutting Edge in Research and Teaching
Martin Seligman, University of Pennsylvania, Philadelphia, Pennsylvania, United States

P1  Making Change Last
Tal Ben-Shahar, Herzliya, Israel

8:00 PM – 9:30 PM  OPENING DESSERT RECEPTION  VERACRUZ EXHIBIT HALL

9:30 PM – 10:30 PM  SOCIAL EVENTS
SIPPA Social Events  Rix Lounge
Work and Organizations Division Social Event  Laguna Bar

SCHEDULE FRIDAY, JUNE 26

7:00 AM – 5:30 PM  CONGRESS REGISTRATION

7:00 AM - 8:00 AM  COFFEE AVAILABLE IN EXHIBIT HALL  VERACRUZ EXHIBIT HALL

8:00 AM – 9:15 AM  OPENING REMARKS AND PLENARY SESSION  VERACRUZ EXHIBIT HALL
P2  Mirror Flourishing: Appreciative Inquiry and the Designing of Positive Institutions
David Cooperrider, Case Western University, Cleveland, Ohio, United States

9:15 AM – 9:45 AM  BREAK  VERACRUZ EXHIBIT HALL

9:45 AM – 10:45 AM  CONCURRENT SESSION 1  VERACRUZ EXHIBIT HALL
IN1  Positive Psychology and Clinical Psychology: Emerging Promises and Translational Challenges  Coronado J/H
Carmelo Vasquez, Universidad Complutense, Madrid, Spain

SY1  Research on Character and Virtues  Fiesta 1-4
R. McGrath, Fairleigh Dickinson University, Teaneck, New Jersey, United States

SY1.1  Incremental Validity of the VIA Inventory of Strengths over Five-Factor and HEXACO Inventories
A. Hall-Simmonds, Fairleigh Dickinson University, Teaneck, New Jersey, United States

SY1.2  Validation of a Three-Factor Model of Character Strengths
M. Greenberg, Fairleigh Dickinson University, Teaneck, New Jersey, United States

SY1.3  A Typology of Character Strength Styles
D. Berger, Fairleigh Dickinson University, Teaneck, New Jersey, United States
CH1 Positive Psychology Associations Around the World
L. Sansom, Canadian Positive Psychology Association, Toronto, Ontario, Canada

IPS1 Clinical Applications (Selected Oral Presentations)
Coronado E/F/G

IPS1.1 An Investigation into how Neuro-biofeedback Training can be Added to Positive Psychology as a Source of Intervention to Increase Subjective Well-being, Self-efficacy, and Self-Esteem
H. Demichelis, Swingle Clinic, Vancouver, BC, Canada

IPS1.2 Positive Psychology in an Integrative Neurorehabilitation Setting
M. Pereira, SARAH Network of Rehabilitation Hospitals, Brasilia, Brasil

IPS1.3 Child Well-being Therapy as a New Psychotherapeutic Approach to Promote Eudaimonic Well-being in Clinical Child Neuropsychiatry: A Randomized Controlled Study
C. Ruini, University of Bologna, Bologna, Italy

IPS1.4 Courage: A Missing Component in the Childhood Anxiety Treatments
N. Singchawala, Forest Institute of Professional Psychology, Springfield, MO, United States

WK1 An Introduction in the Principles of the Positive Health Search to Improve Flourishing at the Population Level
J. Walburg, University of Twente, Enschede, The Netherlands

IPS2 Education and Schools (Selected Oral Presentations)
Fiesta 5

IPS2.1 Encouraging Imagination, Creativity, and Dreaming in Education
S. Kaufman, University of Pennsylvania, Philadelphia, PA, USA

IPS2.2 Positive Intervention with Memory Therapy for a School Refusal Student
S. Sakuma, International University of Health and Welfare, Tsukuba, Japan

IPS2.3 Positive Education at School: Effects of the Maytiv Positive Psychology School Program on Adolescents’ Subjective Well-Being, Achievement and Engagement
A. Shoshani, Interdisciplinary Center (IDC) Herzliya, Herzliya, Israel

IPS2.4 How Can Local Government Schools Create Thriving Institutions, Teams and Individuals?
R. Kaufman, Thriving Mind, Melbourne, Victoria, Australia

SY2 The Importance of Good Positive Relationships for Creating Flow
L. Lassen, University of Oslo, Oslo, Norway

SY2.1 Clicking – A Collective Magical Flow
N. Hanssen, Flowcom, Oslo, Norway

SY2.2 Importance of Good Pupil-Teacher Relationships in Maximizing Pupils’ Motivation to Learn and Thrive is Well Documented Internationally
L. Lassen, University of Oslo, Oslo, Norway

SY2.3 Coaching – From Zero to Hero
K. Uglem, How2, Oslo, Norway

WK2 Mindful Engagement: A Practical and Positive Tool for Leadership Development
S. Ashford, University of Michigan, Ann Arbor, Michigan, United States

IPS3 Happiness and Eudaemonism (Selected Oral Presentations)
Coronado C/D

IPS3.1 A Course in Flourishing: Evaluation of the Effectiveness of a Training in Applied Positive Psychology
D. Blickhan, Inntal Institut & Free University, Berlin, Grosskarolinenfeld, Germany
IPS3.2 Combined Eudemonic and Hedonic Ratio Associated to Gender Equity Attitudes Among Mexican Adults
R. Hernandez-Pozo, National Autonomous University of Mexico, Cuernavaca, Mexico

IPS3.3 Making Decisions That Make Us Happy
D. Nir, Ono Academic College, Kiryat Ono, Israel

IPS3.4 Habits and Happiness: Apply the Research from Positive Psychology to Become Happier and Improve Your Well-being
B. Pobric, Institute for Advanced Human Performance, Princeton, New Jersey, US

IPS3.5 Positive Emotions Predict Need Satisfaction and Vice Versa: Integrating Self-determination Theory and Broaden-and-Build Theory
F. Martela, Aalto University, Helsinki, Finland

SY3 Positive Negotiations: Theoretical Foundations and Empirical Explorations
F. Harinck, Leiden University, Department of Psychology, The Netherlands

SY3.1 Negotiating Genuinely
S. Kopelman, University of Michigan, Ann Arbor, Michigan, United States

SY3.2 F. Harinck, Leiden University, Department of Psychology, The Netherlands

SY3.3 S. Shafa, Leiden University, The Netherlands

SY3.4 F. Harinck, Leiden University, Department of Psychology, The Netherlands

10:45 AM – 11:00 AM BREAK

11:00 AM – 12:00 PM CONCURRENT SESSION 2

IN2 Past, Present, and Future Perspectives on Eudaimonic Well-being
Carol Ryff, University of Wisconsin, Madison, Wisconsin, United States

WK3 From Grief to Gratitude: Implementing Positive Psychology’s Gratitude Interventions in Recovery from Loss
K. Gallup, The Gallup Institute for Personal Freedom, LLC, Kennebunk, ME, USA

IPS4 Cultural Differences (Selected Oral Presentations)

IPS4.1 Purpose, Identity, and Well-being Among Emerging Adult Hispanic Women
V. Madrazo, South Miami, FL, United States

IPS4.2 Applying Positive Psychology Amidst National Turmoil: One Organization’s Journey to Transform its Culture in Ukraine
G. Timmerman, Positive Work, IPPA Work & Organization Division President-elect, Barcelona, Spain

IPS4.3 Race, Place and Subjective Well-being: The Role of Context in Explaining the Racial and Ethnic Gap in Life Satisfaction
T. Wadsworth, University of Colorado Boulder, Boulder, CO, USA

IPS4.4 Validation of the Adult Education Motivation Scale
F. Fenouillet, University of Paris Ouest Nanterre La Défense, Nanterre, France

IPS4.5 A Monetary System That Promotes Eudaimonia, Not Financial Bubbles
I. Ravn, Aarhus University, Copenhagen, Denmark

SY4 Positive Psychotherapy: Diverse Ways of Applying in Clinical Settings
T. Rashid, University of Toronto Scarborough, Toronto, Canada

VERACRUZ EXHIBIT HALL
SY4.1 Positive Psychotherapy: Humanistic Transcultural Psychodynamic Psychotherapy

H. Peseschikian, Wiesbaden Academy of Psychotherapy and Wiesbaden Psychotherapy Clinic, Germany

SY4.2 Application of Positive Psychotherapy in Clinical Settings

M. Goncharov, Center for Positive Psychotherapy, Russia

SY4.3 Positive Psychotherapy and Constructive Therapies

M. Tarragona, PositivaMente, Mexico

SY4.4 Positive Psychotherapy: Integration of Strengths & Symptoms

T. Rashid, University of Toronto Scarborough, Toronto, Canada

SY5 To Be “Extraordinary”: Exploring Exceptionally Positive Deviance in People and Organizations

Yucatan

K. Thiel, Weatherhead School of Management, Case Western Reserve University, Cleveland, Ohio, United States

SY5.1 K. Thiel, Weatherhead School of Management, Case Western Reserve University, Cleveland, Ohio, United States

SY5.2 D. Bright, Raj Soin College of Business, Wright State University

SY5.3 K. Cameron, Stephen M. Ross School of Business, University of Michigan, Ann Arbor, Michigan, United States

SY5.4 R. Quinn, Stephen M. Ross School of Business, University of Michigan, Ann Arbor, Michigan, United States

WK4 Breaking Good: Teaching Positive Psychology as a Catalyst for Growth and Transformation

Fiesta 5

B. Smith, University of New Mexico, Albuquerque, New Mexico, USA

CH2 Promoting Best Practice in Positive Psychology: Benefits and Risks of Professional Autonomy and Inclusivity

Fiesta 6

D. Vella-Brodrick, University of Melbourne, Carlton, Australia

IPS5 Meaning (Selected Oral Presentations)

Fiesta 7-10

IPS5.1 An Investigation into the Meaning of Food Choice: Preliminary Results

N. Arbit, Columbia University and University of Pennsylvania, New York, NY, USA

IPS5.2 Thriving in Times of Uncertainty: Servant Leadership as a Pathway to Basic Need Satisfaction, Well-being and Retention

X. Feng, Ludwig Maximilians University, Munich, Germany

IPS5.3 Meaning in Life and Basic Psychological Needs: A New Look at Whether Positive Affect Predicts Meaningfulness

F. Martela, University of Helsinki, Helsinki, Finland

IPS5.4 Meaning in Life and Health: Emerging Perspectives and Research

M. Steger, Colorado State University, Fort Collins, CO, USA

IPS5.5 Passion, Vitality and Life Satisfaction for Physically Active Old Adults: A Path Analysis

M. Salama-Younes, Helwan University, Cairo, Egypt

SY6 Leading-edge Methods, Measures, and Findings in Positive Psychology Research

Coronado C/D

K. Adair, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina, United States

SY6.1 Let’s Get Physical: Positive Automatic Thoughts Reflect Incentive Salience for Health Behaviors

E. Rice, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina, United States

SY6.2 Present with You: The Effects of Mindfulness Training on Positivity Resonance and Interpersonal Attention

K. Adair, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina, United States
SY6.3 Cultivating Positivity Resonance In Social Interactions: The Effects of Positive Social Engagement on Health and Well-being
B.C. Major, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina, United States

SY6.4 Is Savoring the Moment Enough? Benefits of Savoring the Moment May Depend on a Mindful Disposition
L. Kiken, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina, United States

SY6.5 Transcending the Self: The Relation Between Spirituality, Social Affiliation, and Oxytocin
P. Van Cappellen, University of North Carolina at Chapel Hill, Chapel Hill, NC, United States

WK5 Connecting Positive Psychology to Practicing Lawyers: Burnout Prevention and Recovery, Mentoring, and Working with Millennials
D. N. Shearon, Lawyer Strong, LLC, Philadelphia, PA, USA

12:00 PM – 1:30 PM SPECIAL INTEREST GROUP LUNCH VERACRUZ EXHIBIT HALL
Sponsored by the Master of Applied Positive Psychology (MAPP) program at the University of Pennsylvania
Make some high quality connections and enjoy stimulating discussion over lunch with other World Congress attendees. Graduates of the Penn MAPP program will be on hand to make introductions, facilitate conversation, and answer any questions you may have about their experience as students in the first graduate program of study in positive psychology. Seize the opportunity to meet others and engage in conversations that we hope will last the entire Congress and beyond.

1:30 PM – 2:30 PM CONCURRENT SESSION 3
IN3 Sacred Moments: A Hidden Ingredient of Resilience and Change
Kenneth Pargament, Bowling Green State University, Bowling Green, Kentucky, United States

SY7 Building Strength: Tools for the Positive Psychology Practitioner
S. Polly, Positive Business DC, Washington, DC, United States

SY7.1 At My Best: A New Take on 360-degree Feedback
M. Deeks, Work Positive, UK

SY7.2 How To Put Your People’s Strengths To Work
M. McQuaid, Melbourne, Australia

SY7.3 Character Strengths Matter: How to Live a Full Life
K. Britton, Theano Coaching, Chapel Hill, NC, United States

IPS6 Positive Psychology in the Middle East (Selected Oral Presentations)

J. Munene, Makerere University Business School, Kampala, Uganda

IPS6.3 Utilizing the Values in Action Inventory of Strengths (VIA-IS) to Foster Pro-social Behavioral Change in Forensic Patients
W. Saloum, California Department of State Hospitals - Coalinga, Coalinga, CA, USA

IPS6.5 Psychological Capital and its Impact on Sustainable Individual Performance: Empirical Evidence from Indian NGOs
N. Priyadarshini, Indian Institute of Technology, Madras, Chennai, India

WK6 Wrong to Strong: Using Positive Psychotherapy for People with Chronic Mental Illness and Intellectual Disabilities
D. Tomasulo, UPenn / New Jersey City University, Asbury Park, NJ, USA
SY8 Second Wave Positive Psychology: Embracing the Dark Side of Life  
I. Ivtzan, University of East London, London, United Kingdom

SY8.1 I. Ivtzan, University of East London, London, United Kingdom
SY8.2 T. Lomas, University of East London, London, United Kingdom
SY8.3 Character Strengths: Explaining, Facing, and Managing Our Dark Side  
R. Niemiec, Education Director of the VIA Institute
SY8.4 A Meaning-Centered Approach to the Dark Side of Human Existence  
P. Wong, Professor Emeritus of Trent University, Peterborough, Ontario, Canada

IPS7 Schools and Education (Selected Oral Presentations)
Fiesta 5

IPS7.1 Youth Purpose, Feelings, Emotions and the Dynamics of Psychological Functioning  
V. Arantes, University of Sao Paulo, Sao Paulo, Brazil
IPS7.2 Cultivating Secondary Students’ Well-being in Singapore: A Gratitude Intervention  
I. Caleon, National Institute of Education, Singapore, Singapore
IPS7.3 The Effects of Gratitude Journaling on the Subjective Well-being, Pro-social Behaviour, Aggression of Male Young Offenders at the Singapore Prison School  
L. Liangyu, Singapore Prison Service, Singapore, Singapore
IPS7.4 Students’ Conceptualizations of Kindness in School: Definitions, Agents, and Locations  
H.A. Passmore, University of British Columbia, Kelowna, BC, Canada
IPS7.5 Flourishing in School: The Contribution of Students’ Character Strengths and Positive Feelings  
M. Weber, University of Kassel, Kassel, Germany

SY9 Genetics of Psychological Well-being  
Fiesta 6

M. Pluess, Queen Mary University of London, London, United Kingdom
SY9.1 R. Bang Nes, Norwegian Institute of Public Health, Norway
SY9.2 M. Bartels, VU University Amsterdam, Amsterdam, The Netherlands
SY9.3 Loving-kindness Meditation Reduces Adversity-related Patterns of Gene Expression: Results from a Randomized Controlled Trial  
B. Fredrickson, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina, United States
SY9.4 Vantage Sensitivity: Genetic Sensitivity to Effects of Positive Experiences  
M. Pluess, Queen Mary University of London, London, United Kingdom
SY9.5 Learning to Love: Genetic Variation in the Oxytocin System Moderates the Positive Effects of Loving-kindness Training  
S. Isgett, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina, United States

WK7 How to Increase Happiness and Flow in Your Career  
Fiesta 7-10

J. Stratton, Washington University in St. Louis, Saint Louis, MO, United States

SY10 Science of Positive Psychology  
Coronado C/D

S. Donaldson, Claremont Graduate University, Claremont, California, United States
SY10.1 Overview of and Methods in Positive Psychology  
M. Rao, Claremont Graduate University, Claremont, California, United States
SY10.2 Conceptual Models and Theoretical Advancements  
K. Doiron, Claremont Graduate University, Claremont, California, United States
SY10.3 Measurements in Positive Psychology
C. Ackerman, Claremont Graduate University, Claremont, California, United States

SY10.4 Positive Psychology Across the World
H. Kim, Claremont Graduate University, Claremont, California, United States

SY10.5 Controversies and Interventions in Positive Psychology
S. Donaldson, Claremont Graduate University, Claremont, California, United States

IPS8 Organizations and Success (Selected Oral Presentations) Monterey

IPS8.1 Breaking the Taken for Granted In Organizational Decision Making
C.A. Ahlvik, Hanken School of Economics, Helsinki, Finland

IPS8.2 Organizational Affiliation and Daily Experience
G. Hennessy, Claremont Graduate University, Claremont, CA, USA

IPS8.3 Material and Psychological Determinants of Subjective Well-being (SWB): Do Material Concerns Mediate the Links between Personality, Autonomy, and SWB?
W. Ng, SIM University, Singapore, Singapore

IPS8.4 Psychological Capital Buffers the Negative Relationship Between Intragroup Conflict and Perceived Quality of Service
J. Leon-Perez, ISCTE-Instituto Universitario de Lisboa, Lisbon, Portugal

IPS8.5 TCI-R: An Alternative Psychometric Tool to Measure Positive Personality Traits in Young Managers
A. Ribera, University of Navarra, Barcelona, Spain

2:30PM – 3:30PM      POSTER SESSION 1 VERACRUZ EXHIBIT HALL
Poster #1 - #143 (see page 49 for full poster listings)
Refreshments sponsored by Beverage Institute for Health & Wellness of The Coca-Cola Company

3:30 PM – 4:30 PM      CONCURRENT SESSION 4

IN4 Well-being: Perspectives from Affective and Contemplative Neuroscience
Richard Davidson, University of Wisconsin, Madison, Wisconsin, United States

SY11 When Happiness Has a Bad Day
L. Alloro, Center for the Advancement of Wellbeing, George Mason University, Philadelphia, PA, United States

SY11.1 L. Alloro, Center for the Advancement of Wellbeing, George Mason University, Philadelphia, Pennsylvania, United States

SY11.2 P. Felps, Live Happy Magazine

SY11.3 L. Hone, Human Potential Centre at Auckland University of Technology, Auckland, New Zealand

SY11.4 R. Niemiec, VIA Institute on Character

IPS9 Well-being Across Contexts (Selected Oral Presentations) Coronado A/B

IPS9.1 Towards a Model of Stigma-Related Growth: The Development of Character Strengths in Lesbian, Gay, Bisexual, Transgender, and Queer Individuals
N. Antebi, Columbia University, New York, NY, USA

IPS9.2 Positive Psychology and Well-being: What Matters Most to College Students?
F. Brown, Pennsylvania State University, University Park, PA, USA

IPS9.3 Measuring Hope and Meaning in Life in Individuals Living in Poverty: An Exploratory Factor Analysis
B. Stubbeman, Northern Kentucky University, Highland Heights, KY, USA
IPS9.4 Integrating Positive Psychology and Social Justice: Theoretical, Research, and Practice Applications
G. Lampropoulos, Adler University, Chicago, IL, USA

IPS9.5 Empathy, Styles of Humor and Social Competence in University Students
R. Rafique, University of the Punjab, Lahore, Punjab, Lahore, Pakistan

SY12 Positive Clinical Psychology: Underpinning, Intervention and Process
E. Bohlmeijer, Twente University, Enschede, The Netherlands
    SY12.1 S. Lamers, University of Twente, Enschede, The Netherlands
    SY12.2 C. Vazquez, Complutense University, Madrid, Spain
    SY12.3 P. Meulenbeek, Twente University, Enschede, The Netherlands
    SY12.4 E. Bohlmeijer, Twente University, Enschede, The Netherlands

SY13 Positive Education 3.0 – Positive Students, Positive Schools and Positive Systems
L. Waters, University of Melbourne, Melbourne, Victoria, Australia
    SY13.1 Tracking Real-World Learning: A Mobile Experience Sampling Approach
        T. Chyuan Chen, University of Melbourne, Melbourne, Victoria, Australia
    SY13.2 Nurturing and Motivating University Students towards a Fulfilling Career through
        Strengths-Based Coaching
        D. Vella-Brodrick, University of Melbourne, Melbourne, Victoria, Australia
    SY13.3 The Influence of Positive Psychology Interventions on Employee Attitudes, Perceptions of Culture,
        and Happiness at Work
        P. Williams, University of Melbourne, Melbourne, Victoria, Australia
    SY13.4 Key Levers of Change: A Systems Approach to Positive Education
        P. Kern, University of Melbourne, Melbourne, Victoria, Australia

SY14 Elevating Elevation II: Highlighting the Utility of a Discrete Positive Emotion
A. Thomson, Claremont Graduate University, Claremont, California, United States
    SY14.1 A. Thomson, Claremont Graduate University, Claremont, California, United States
    SY14.2 J. Siegel, Claremont Graduate University, Claremont, California, United States
    SY14.3 J. Nakamura, Claremont Graduate University, Claremont, California, United States
    SY14.4 L. Graham, Claremont Graduate University, Claremont, California, United States

SY15 Advancements in the Theory and Application of Flow
O.C. Davis, Quality of Life Laboratory, New York, United States
    SY15.1 Intrinsic Interest as a Moderator in the Relationship between Challenge/Skills Balance
        and Flow at Work
        L. Ceja et al., IESE, Barcelona, Spain
    SY15.2 Intuition and Flow
        L. Jarvilheto, Academy of Philosophy, Helsinki, Finland
    SY15.3 Assessing the Complexity of Flow Experiences under Constraints
        A. Gibson, University of Roehampton, United Kingdom
SY15.4 How a Collective Ambition Ignites Team Flow
J.J.J. van den Hout, Technical University of Eindhoven, Eindhoven, Netherlands

WK9 Developing and Delivering Positive Education Training for Teachers and Parents within a School Community
J. Robinson, Geelong Grammar School, Victoria, Australia

WK10 Authentic Leadership 2.0
K. Thacker, Strategic Performance Solutions, Inc., Wilmington, DE, United States

4:30 PM – 4:45 PM  BREAK  VERACRUZ EXHIBIT HALL

4:45 PM – 5:15 PM  AWARDS CEREMONY  CORONADO J/H

5:15 PM – 6:15 PM  PLENARY SESSION  CORONADO J/H

P3 Capitalism, Values, and Large Scale Flourishing
Jonathan Haidt, New York University, New York, New York, United States

7:00 PM – 9:00 PM  EVENING SESSIONS

CH3 Positive Psychology in China
K. Zhao, Tsinghua University, Beijing, China

SIPPA Idea Bounce
Yucatan
In this case competition-like event, participants will form teams and compete for the best “solution” to their positive psychology “problem.” Teams will present ideas and judges will name winners. Hint: Come ready to roll up your sleeves and brainstorm hot topics in positive psychology. Open to everyone!

SCHEDULE  SATURDAY, JUNE 27

7:30 AM – 6:00 PM  CONGRESS REGISTRATION

7:00 AM - 8:00 AM  COFFEE AVAILABLE IN EXHIBIT HALL  VERACRUZ EXHIBIT HALL

7:00 AM – 8:00 PM  VIA GATHERING ON CHARACTER STRENGTHS  FIESTA BALLROOM 6
Hosted by Ryan M. Niemiec, Psy.D., VIA Institute on Character
Pioneering researchers and practitioners share their best practices in working with character strengths in the fields of business, education, psychology, and coaching. These will be timed as “5-minute shares” from each individual. Hear from more than 10 leading voices in the science of character. If time permits, you can share your best practices too!

7:00 AM – 8:00 AM  DIVISION BUSINESS MEETINGS  FIESTA BALLROOM 7-10
Work and Organizations Business Meeting  Monterey
Clinical Division Business Meeting  Fiesta 7-10
Health Division Business Meeting  Coronado C/D
8:00 AM – 9:15 AM      OPENING REMARKS AND PLENARY SESSION  
CORONADO J/H 

P4 Fully Charging Your Work and Life  
Tom Rath, Gallup Consulting, Arlington, Virginia, United States

9:15 AM – 9:45 AM      BREAK  
VERACRUZ EXHIBIT HALL

9:45 AM – 10:45AM      CONCURRENT SESSION 5

IN5 Turning Organizations Positive: An Invitation to Cultural Surgery  
Robert Quinn, University of Michigan, Ann Arbor, Michigan, United States

CH4 Defining and Measuring Compassionate Integrity: Doing the Right Thing for the Right Reason for the Right Impact on Others  
C. Keyes, Emory University, Atlanta, Georgia, United States

SY16 Positive Psychology in Europe – Flourishing and Well-being on a Population Level  
D. Gudmundsdottir, Directorate of Health, Iceland

SY16.1 Flourishing in Europe  
D. Gudmundsdottir, Directorate of Health, Iceland

SY16.2 Improving Flourishing in Two Dutch Cities  
J. Walburg, University of Twente, Enschede, The Netherlands

SY16.3 Online Positive Psychology in Public Mental Health: Integration of a Well-being and Problem-based Perspective

IPS10 Physiological Findings (Selected Oral Presentations)  
Coronado E/F/G

IPS10.1 Positive Psychosocial Factors & Antiretroviral Adherence among HIV-infected African Americans  
S. Evans, Columbia University, and, New York State Psychiatric Center, New York, NY, USA

IPS10.2 Neuropsychiatric Disorders at Childhood and Character (Self-directedness and Cooperativeness) in Adolescence as Predictors of Negative Outcomes in 18 Years Old Twins  
D. Garcia, Center for Ethics, University of Gothenburg, Gothenburg, Sweden

IPS10.3 Resilience is Related to Better Psychological Adaptation to Hemodialysis Treatment in Patients with Chronic Kidney Disease  
R. Rodriguez-Rey, Universidad Autonoma de Madrid, Madrid, Spain

IPS10.4 Using Positive Health Frameworks to Improve Our Understanding of Outcomes After Traumatic Brain Injury  
M. Hennessy, James Cook University, Townsville, Queensland, Australia

IPS10.5 The Role of Positive Psychological Functioning in Parkinson’s Disease: Differences Between Patients and Their Caregivers  
F. Vescovelli, Department of Psychology, University of Bologna, Bologna, Italy

WK11 Training Coaches to Help Clients Enhance Their Well-being  
S. Foster, Success at Work, Charleston SC, USA

SY17 International Developments In The Application of Positive Psychology in Education  
E. Larson, Head of Research, IPEN

SY17.1 Recent Developments in Well-being and Resilience Education in Europe and Japan  
I. Boniwell, Anglia Ruskin University, United Kingdom; Ecole Centrale Paris (ECP)
SY17.2 Positive Education in China
K. Peng, Tsinghua University, China

SY17.3 Results from CorStone’s Girls First - Bihar: A Resilience and Strengths-based Program to Improve Girls’ Health and Well-being in Rural Bihar, India
K. Leventhal, CorStone, India

SY17.4 Positive Education in Mexico
H. Escamilla, Universidad Tecmilenio, Mexico

SY17.5 Other People Matter: St Peter’s College, Adelaide and South Australia’s Positive Education Journey
M. White, St Peter’s College – Adelaide, Australia; Melbourne Graduate School of Education – The University of Melbourne, Australia

WK12 Positive Presenting: Techniques to Increase your Presence and Somatic Well-being
S. Polly, Positive Business DC, Washington, DC, United States

SY18 Momentary Assessment of the Quality of Life
J. Nakamura, Claremont Graduate University, Claremont, California, United States
M. Csikszentmihalyi, Claremont Graduate University, Claremont, California, United States

SY18.1 Assessing the Socioemotional Impact of Digital Media Use: A Study of Experience
D. Gruner, Claremont Graduate University, Claremont, California, United States

SY18.2 Work, Study, Play, or Rest: What makes for High Quality Experience?
E. Crescenzi, Claremont Graduate University, Claremont, California, United States

SY18.3 The Phenomenology of Everyday Creativity, Mood, and Arousal
K. Procter, Claremont Graduate University, Claremont, California, United States

SY18.4 Voluntary Solitude and the Quality of Daily Experience: Pleasure, Engagement, and Meaning
D. Tse, Claremont Graduate University, Claremont, California, United States

IPS11 Spirituality, Flow, and Values (Selected Oral Presentations)

IPS11.1 What Do Mormons Know About Well-being?
E. Hunter, University of Pennsylvania, Houston, TX, USA

IPS11.2 What Do Flow-ers Do? Autotelic Personality, Informant Ratings and Behavioral Acts
S. Ross, DePauw University, Greencastle, Indiana, United States

IPS11.3 When the Possibilities are Infinite: The Significance of Self-Extension
A. Rajan Skinner, Nanyang Technological University, Singapore

IPS11.4 Spiritual Reframing Predicts Survival in a 17 Year Longitudinal Study of People with HIV
G. Ironson, University of Miami, Miami, FL, USA

WK13 Neuroplasticity in Clinical Practice & Business
M. Merzenich, UCSF, San Francisco, CA, USA

10:45 AM – 11:00 AM BREAK

11:00 AM – 12:00 PM CONCURRENT SESSION 6

IN6 Critiques of Positive Psychology
Kim Cameron, University of Michigan, Ann Arbor, Michigan, United States
Mihalyi Csikszentmihalyi, Claremont Graduate University, Claremont, California, United States
Barbara Fredrickson, University of North Carolina, Chapel Hill, North Carolina, United States
Jonathan Haidt, New York University, New York, New York, United States
Martin Seligman, University of Pennsylvania, Philadelphia, Pennsylvania, United States
Carmelo Vazquez, Universidad Complutense, Madrid, Spain

SY19 Deepening our Understanding of Gratitude: International Perspectives
L. Waters, University of Melbourne, Melbourne, Victoria, Australia
R. Emmons, University of California-Davis, California, United States

SY19.1 Measuring and Cultivating Gratefulness with an Online Positive Psychology Intervention
L. Waters, University of Melbourne, Melbourne, Victoria, Australia

SY19.2 Understanding and Measuring how Gratitude is Experienced in the UK
L. Gulliford, Birmingham University, United Kingdom

SY19.3 Exploring the Role of Gratitude in Learning and Teaching
K. Howells, University of Tasmania, Australia

SY19.4 The Power of Gratitude: How Relational Signals Create Connection with Work
K. Gibson, Georgia Institute of Technology, Atlanta, Georgia, United States

IPS12 Positive Psychology in Asia (Selected Oral Presentations)

IPS12.1 Teaching Well-being Raises Academic Achievement in Bhutan
A. Adler, University of Pennsylvania, Philadelphia, PA, USA

IPS12.2 All Roads Lead to Happiness, But Which Is the Widest One? Predicting Subjective Well-being of Chinese Teenagers
H.C. Chen, Tsinghua University, Beijing, China

IPS12.3 The Semantics and Practices of What It Is To Live Well: An Intercultural Study
H. Marujo, University of Lisbon, Lisbon, Portugal

IPS12.4 Hedonia and Eudaimonia in Chinese Adolescents: Orientations to Happiness and their Relations to Subjective Well-being and Behavioral Outcomes
Y. Yang, Beijing Normal University, Beijing, China

IPS12.5 Social Trust and Life Satisfaction Among Retirees in China: The Mediating Role of Belief in a Just World
Z. Zhang, Chinese Academy of Sciences, Beijing, China

WK14 Application of Positive Interventions in Child and Youth Psychotherapy
P. Streit, IPPM, Graz, Austria

IPS13 Coping with Challenge (Selected Oral Presentations)

IPS13.1 Stress is Based on Perception
E. Bolgar, California Southern University, California, Surrey, British Columbia, Canada

IPS13.2 In the Zone: Understanding Individual and Team Flow in the Context of Competitive Sports
M. Dubin, Claremont Graduate University, Claremont, CA, USA

IPS13.3 Developing Resilience in a Ready Force
E. Powley, Naval Postgraduate School, Monterey, CA, USA

IPS13.4 The Loyalty Dilemma: The Effects of Relational and Self-distance On Moral Judgment and Decision-making
W. Sowden, University of Michigan, Michigan, USA

IPS13.5 The Situational and Social Distribution of Willpower
B. Wright, University of Connecticut, Storrs, CT, USA

SY20 Progress in Positive Education
L. Oades, Centre for Positive Psychology, University of Melbourne, Australia
SY20.1 Total Fitness: A Sustainable Positive Education Program within an Australian Secondary School
   P. Robinson, Positive Psychology Institute, Australia

SY20.2 The Role Purpose in Life Education Plays in Supporting the Well-being of Secondary Students
   R. Riedel, Victoria University, New Zealand

SY20.3 Kooloobong Village: Developing University Students Towards Lifelong Well-being
   A. Hemsley, University of Wollongong, Australia

SY20.4 The New South Wales Well-being Framework for Schools: A Descriptive Overview of its Development
   L. Oades, Centre for Positive Psychology, University of Melbourne, Australia

SY21 Can We Enhance Flourishing? Evidence from RCTs and Meta-Analysis
   L. Weiss, University of Twente, Enschede, The Netherlands

SY21.1 Good Mental Health is Flourishing: From the What and Why to How
   C. Keyes, Emory University, Atlanta, Georgia, United States

SY21.2 Efficacy of a Multicomponent Positive Psychology Self-help Book with Email Support to Promote
   Well-being and Flourishing: A Randomized Controlled Trial
   M. Schotanus-Dijkstra, Trimbos Institute, Utrecht, and University of Twente, Enschede, The Netherlands

SY21.3 Flourishing in People with Depressive Symptomatology Increases with Acceptance and
   Commitment Therapy: Post-hoc Analyses of a Randomized Controlled Trial
   E. Bohlmeijer, University of Twente, Enschede, The Netherlands

SY21.4 Can We Enhance Psychological Well-being? Results from a Meta-analysis on the Promotion of
   Psychological Well-being
   L. Weiss, University of Twente, Enschede, The Netherlands

IPS14 Mindfulness (Selected Oral Presentations)

IPS14.1 Bridging Technology and Well-being: Can a Mobile Application Aid Mindfulness Among Youth and
   Improve Their Well-being? An Evaluative Study
   M. Mani, Queensland University of Technology, Queensland, Australia

IPS14.2 Exploring the Relational Outcomes of Mindfulness in a Work Setting
   L. Cameron, University of Michigan, Ann Arbor, MI, USA

IPS14.3 Integrating Mindfulness and Positive Psychology: A Randomized Controlled Trial of
   Mindfulness-Based Well-being
   L. Martman, University of East London, London, UK

IPS14.4 Becoming Who They Want to Be: Effects of Adolescent Mindfulness on Value-Behavior
   Concordance and Thriving
   M.T. Warren, Claremont Graduate University, Claremont, CA, USA

CH5 Focusing the Fire: Connecting Researchers, Practitioners, and Consumers
   M. McDonough, Wholebeing Institute, Hardwick, MA, United States

IPS15 Positive Psychology at Work (Selected Oral Presentations)

IPS15.1 Applying Positive Psychology in Organizations – Guidelines for Success
   C. Ibañez, Chilean Institute of Positive Psychology, Santiago, Chile

IPS15.2 Optimism of Professional Baseball Directors and Team Performance: Comparison of Their Winning
   Rates and Their Explanatory Style by Using Content Analysis of Verbatim Explanations (CAVE) Technique
   T. Ito, Wako University, Machida, Tokyo, Japan
IPS15.3 Work on Well-being: History, Development, and Initial Findings from the World's Largest Workplace Well-being Assessment Tool
A. Jarden, Auckland University of Technology, Auckland, New Zealand

IPS15.4 Positive Regard as a Source of Salespersons' In and Extra-Role Performance at Work: The Mediating Role of Organization-Based Self-Esteem and Vitality
N. Shefer, Tel Aviv University, Tel Aviv, Israel

IPS15.5 Happiness, Positive Emotions, and Job Performance: A Four-year Longitudinal Study
S. Vazquez, University of Santiago de Compostela, Santiago de Compostela, Spain

12:00 PM – 1:30 PM  LUNCH / EXHIBITS OPEN  VERACRUZ EXHIBIT HALL

12:00 PM – 1:00 PM  LUNCH SESSIONS

SIPPA Speed Mentoring Event
Monterey
Join us for this speed mentoring event where mentees will have the opportunity to meet with mentors organized by the following themes: research, clinical, coaching, and general advice for students. Mentees will have 15 minutes to interact with each group of mentors before rotating to the next theme. This is a valuable opportunity for students to interact with the best and the brightest in positive psychology.

Movie Screening: North of Normal
Fiesta 5
S. Donaldson, Claremont Graduate University, Claremont, CA, United States
M. Montijo, Claremont Graduate University, Claremont, CA, United States
A. Mouton, Claremont Graduate University, Claremont, CA, United States

Movie Screening: The Boy and the Bus
Fiesta 6
S. Pitts, London, United Kingdom

SY39 The Future of Positive Psychological Interventions
A. Parks, Hiram College, Hiram, Ohio, United States

SY39.1 Is Valuing Happiness a Hindrance or an Asset in the Pursuit of Happiness?
A. Parks, Hiram College, Hiram, Ohio, United States

SY39.2 Disentangling the Effects of Gratitude and Optimism: A Cross-Cultural Investigation
L. Titova, Hiram College, Hiram, Ohio, United States

SY39.3 The Impact of a Positive Emotion and Stress-reduction Based Goal-setting App on Workplace Engagement and General Well-being
S. Pressman, University of California, Irvine, California, United States

SY39.4 An Evaluation of Positive Psychology Intervention Effectiveness Trials Using the RE-AIM Framework: A Practice-Friendly Review
A. Jarden, Auckland University of Technology, Auckland, New Zealand

1:30 PM – 2:30 PM  CONCURRENT SESSION 7

IN7 The Power of Optimism (and Gratitude, Good Relationships, Accomplishment)
Rhonda Cornum, TechWerks, North Middletown, Kentucky, United States

SY22 The Hope-Barometer and Positive Attributes Survey 2015 – New Findings for Research and Practice from 11,290 Participants
A. Krafft, University of St. Gallen, St. Gallen, Switzerland

SY22.1 Lessons from the Hope-Barometer: The Distinction between Perceived and Dispositional Hope
A. Krafft, University of St. Gallen, St. Gallen, Switzerland
SY22.2 Hope as a Significant Predictor of Depression: A Mediation Model of Dispositional Hope as a Predictor of Depression Mediated by Perceived Hope  
A. Slezackova, Masaryk University, Brno, Czech Republic

SY22.3 Comparison of Well-being and Hope in Four European Countries  
C. Martin-Krumm, UEB, Rennes, France

WK15 Building Teacher Resiliency: Mentoring with a Growth Mindset and Signature Strengths  
L. Lunsford, University of Arizona South, Tucson, AZ, USA

IPS16 Positive Psychology and Young People (Selected Oral Presentations)  

IPS16.1 Deconstructing Subjective Emotion in Childhood: Understanding Differences in Intensity and Frequency of Positive and Negative Emotions  
J. Coffey, Claremont Graduate University, Pomona, CA, United States

IPS16.3 Decrease in Happiness During Adolescent Years  
L. Uusitalo-Malmivaara, University of Helsinki, Helsinki, Finland

IPS16.4 The Place of Well-being Therapy Among Other Positive Psychotherapeutic Approaches: Similarities and Differences  
C. Ruini, University of Bologna, Bologna, Italy

SY23 Positive Psychology and Disability: Current Research, Best Practices, and New Directions  
R. Niemiec, VIA Institute on Character, Cincinnati, Ohio, United States

SY23.1 Self-Determination and Positive Psychology: Assessment and Intervention  
M. Wehmeyer, University of Kansas, Kansas, United States

SY23.2 A Randomized Controlled Trial of Mindfulness-Based Positive Behavior Support (MBPBS) for Mothers of Children with Intellectual and Developmental Disabilities  
N. Singh, Georgia Regents University, Augusta, Georgia, United States

SY23.3 Positive Group Psychotherapy Modified For Adults With Intellectual Disabilities  
D. Tomasulo, UPenn / New Jersey City University, Asbury Park, New Jersey, United States

SY23.4 Character Strengths and Disability: The VIA Youth Survey and its Use in Adolescents with Intellectual and Developmental Disabilities  
K. Shogren, University of Kansas, Lawrence, Kansas, United States

SY24 Creating Positive Universities: Broadening the Reach of Positive Education into Higher Education  
S. Green, The Positivity Institute, Sydney, NSW, Australia

SY24.1 Positive Psychology in Residence: Positive Education at St Paul’s College, University of Sydney  
S. Green, The Positivity Institute, Sydney, NSW, Australia

SY24.2 Positive Psychology to Foster Deep Level Learning in University Students  
L. Waters, University of Melbourne, Melbourne, Victoria, Australia

SY24.3 Strengths-based Academic Advising  
A. Parks, Hiram University, Hiram, Ohio, United States

SY24.4 The Magic of MAPP: An Evaluation of Student Experience of MAPP  
C. van Nieuwerburgh, University of East London, London, United Kingdom

WK16 Romance and Research: Connecting the Head and the Heart  
S.P. Pawelski, Freelance Writer, Philadelphia, PA, USA  
J. Pawelski, University of Pennsylvania, Philadelphia, PA, USA
CH6 ‘36 Questions’ - A Bridge Between Film & Psychology
J. Coffey, Stony Brook University, Buffalo Girl Films, Melbourne, Victoria, Australia

IPS17 Enhancing Happiness (Selected Oral Presentations)

IPS17.1 Transforming from Unrealistic to Realistic Optimism: Steve Jobs as an Example
S.C.M. Chou, National Taiwan University, Taipei, Taiwan

IPS17.2 Happiness-Increasing Strategies Among Affective Profiles
D. Garcia, University Of Gothenburg, Gothenburg, Sweden

IPS17.3 Effectiveness of Positive Interventions (Journal of Joy) on Personal Growth
M. Kossakowska, University of Social Sciences and Humanities, Sopot, Poland

IPS17.4 Gratitude Journals Foster Social Relationships and Improve Life Satisfaction: A Randomized Controlled Trial
B. O’Connell, University of Limerick, Limerick, Munster, Republic of Ireland

IPS17.5 Happiness on Twitter: Are Emotions Contagious Across Geographic Boundaries?
W. Wang, University of Central Florida, Orlando, FL, United States

WK17 Positive Identity Infusions: A Tool for Building Thriving and Engagement in Organizations
J. Dutton, University of Michigan, Ann Arbor, MI, USA

2:30 PM – 3:30PM POSTER SESSION 2
Veracruz Exhibit Hall
Poster #200-238 (see page 49 for full poster listing)
Refreshments sponsored by Beverage Institute for Health & Wellness of The Coca-Cola Company

3:30 PM – 4:30 PM CONCURRENT SESSION 8

IN8 Positive Organizational Scholarship: A Professional and Personal Journey
John Kim, New York Life Investment Management, New York, New York, United States

SY25 Character Strengths Use At Work
C. Harzer, University of Kassel, Kassel, Germany

SY25.1 Developing Strengths Use at Work: Findings from a New Intervention Program
P. Dubreuil, Université du Québec à Trois-Rivières

SY25.2 The Role of Strengths Use in Teachers
C. Harzer, University of Kassel, Kassel, Germany

SY25.3 The Role of Strengths Use in Undergraduate Career Development
R. Douglass, University of Florida, Florida, United States

WK18 Using the Language of Positive Psychology in the Classroom
P. O’Grady, University of Tampa, Tampa, Florida, USA

SY26 Leaning Into Discomfort: Courage, Sisu, and the Strength to Pursue the Life Well-lived
C. Pury, Clemson University, Clemson, South Carolina, United States

SY26.1 The Transformative Gift of ‘Being Seen’: A Practitioner’s View on Cultivating Courage
J. Steinfeldt, University of Pennsylvania; Real Balance Global Wellness Services, Pennsylvania, United States

SY26.2 Sisu: Extraordinary Courage and Determination in the Face of Adversity
E. Lahti, Aalto University, Finland

SY26.3 Inspiring Courage: A Goals-and-Risks View on Courage Interventions
C. Pury, Clemson University, Clemson, South Carolina, United States
SY27 The Promotion of Eudaimonic Well-being Across the Life Span
C. Ruini, Department of Psychology, University of Bologna, Bologna, Italy

SY27.1 The Promotion of Positive Psychological Functioning in Elementary School Children by the Use of Fairy Tales
C. Ruini, Department of Psychology, University of Bologna, Bologna, Italy

SY27.2 Combining Mindfulness and Gratitude Interventions to Facilitate Student Well-being in an African University Context
T. Guse, University of Johannesburg, South Africa

SY27.3 A Comparative Study on the Effectiveness of a Positive Psychology Intervention and a Cognitive Behavioral Therapy for Clinical Depression
C. Vazquez, Complutense University, Madrid, Spain

SY27.4 The Effects of Life-review on Psychological Well-being
E. Bohlmeijer, University of Twente, The Netherlands

SY27.5 Lighten UP! Promoting Well-being in Older Adults
E. Friedman, Purdue University, West Lafayette, Indiana, United States

SY28 Positive Education for Youth Worldwide: Moving a Generation from Surviving to Thriving
S. Leventhal, CorStone, Mill Valley, California, United States

SY29 South Australia, State of Well-being from Vision to Reality
G. Kelly, Wellbeing and Resilience Centre, South Australian Health and Medical Research Institute, South Australia, Australia

SY29.1 G. Kelly, Wellbeing and Resilience Centre, South Australian Health and Medical Research Institute, South Australia, Australia

SY29.2 R. Cornum, TechWerks, North Middletown, Kentucky, United States

SY29.3 J. O’Hehir, Wellbeing and Resilience Centre

SY29.4 E. Ranieri, Commissioner of Public Employment, South Australia, Australia

SY29.5 G. Kelly, Wellbeing and Resilience Centre, South Australian Health and Medical Research Institute, South Australia, Australia

IPS18 Humanities and Frameworks (Selected Oral Presentations)

IPS18.1 Positive Psychology and Aristotelian Philosophy: Practical Science for Synthetic Happiness
M. Kobayashi, Chiba University, Chiba Prefecture, Japan

IPS18.2 Evidence Supporting New Models of Ways to Make Life Exciting
J. Malouff, University of New England, Armidale, NSW, Australia

IPS18.3 Toward a Contemporary Model of Virtue
R. McGrath, Fairleigh Dickinson University, Teaneck, NJ, United States

IPS18.4 Cognitive Schemata of Felt Love
Z. Oravecz, Pennsylvania State University, University Park, PA, United States

IPS18.5 The Well-being Effects of the Arts and the Humanities: An Integrative Conceptual Model
L. Tay, Purdue University, West Lafayette, IN, USA

WK19 Positive Psychological Assessment: Using the Balanced Diagnostic Impressions Model
L. Magyar-Moe, University of Wisconsin - Stevens Point, Stevens Point, WI, USA

SY30 Good Work and Vital Engagement in the Professions
J. Nakamura, Claremont Graduate University, Claremont, California, United States

M. Csikszentmihalyi, Claremont Graduate University, Claremont, California, United States (Discussant)
SY30.1 The Contributions of Vital Engagement to Good Work  
T. Chan, Claremont Graduate University, Claremont, California, United States

SY30.2 Vital Engagement and Work-life Balance  
B. Branand, Claremont Graduate University, Claremont, California, United States

SY30.3 Training Teachers to do Good Work: A Case Study of Excellence, Ethics, and Engagement in Teacher Education  
V. Fruiht, University of Wisconsin-Whitewater, Wisconsin, United States

SY30.4 Mentoring and Its Relationship to Good Work  
J. Nakamura, Claremont Graduate University, Claremont, California, United States

4:30 PM – 4:45 PM    BREAK    VERACRUZ EXHIBIT HALL

4:45 PM – 5:45 PM    PLENARY SESSION    CORONADO J/H

P5 Heart-Brain Dynamic: The Role of Self-Regulation and Psychophysiological Coherence in Optimal Functioning  
Rollin McCraty, Institute of Heartmath, Boulder Creek, California, United States

7:30 PM – 10:00 PM    OPTIONAL EVENING ACTIVITIES

Saturday Night Celebration With Soaringwords + Zumba®  
Coronado K

Have a blast and meet new friends in a fun and energizing experience. IPPA welcomes Soaringwords, a non-profit organization that lessens the negative impact of serious illness by embracing hospitalized children and families to encourage positive health and healing. In this action-packed social activity you will harness your unique character strengths to create a paperbag puppet to donate to a hospitalized child. Afterwards, we’ll Rock the World with a Zumba Master Class featuring world-renowned instructors Marcie Benevides, Fabio Barros, and several positive psychology superstars. Dance, laugh, do something fun and meaningful to “pay it forward” for ill children. Donation $20 per person, $30 VIP ticket includes t-shirt.

Movie Screening: Saving Mr. Banks  
Fiesta Ballroom 5

Hosted by Ryan M. Niemiec, Psy.D.

The perfect positive psychology movie for IPPA in Orlando! Determined to fulfill a promise to his daughters, Walt Disney tries for 20 years to obtain the rights to author P. L. Travers’ beloved book, Mary Poppins. Armed with his iconic creative vision, Walt pulls out all the stops, but the uncompromising Travers won’t budge. Only when he reaches into his own complicated childhood does Walt discover the truth about the ghosts that haunt Travers, and together, they set “Mary Poppins” free. Look for themes of creativity, playfulness, positive relationships character strengths overuse/underuse, perseverance, nostalgia, personal transformation, hope/optimism, re-imagination of one’s past, and transcending problems. Ryan M. Niemiec, Psy.D., author of Positive Psychology at the Movies (2014), will introduce the film and offer some observations of constitutes a positive psychology movie as well as ways to take a mindful character strengths lens in approaching movies. He will lead discussion following the film.
SCHEDULE  SUNDAY JUNE 28

7:30 AM – 1:00 PM  CONGRESS REGISTRATION

7:00 AM – 8:00 AM  COFFEE AVAILABLE  CORONADO BALLROOM FOYER

8:00 AM – 9:00 AM  WELCOME AND PLENARY SESSION  CORONADO J/H

   P6  Positivity Resonates  
   Barbara Fredrickson, University of North Carolina, Chapel Hill, North Carolina, United States

9:00 AM – 9:15 AM  BREAK  CORONADO BALLROOM FOYER

9:15 AM – 10:15 AM  CONCURRENT SESSION 9

   IN9  Positive Psychology in China  
   Kaiping Peng, Tsinghua University, Beijing, China

   WK20  Transforming Business through Compassion: Interventions to Strengthen Compassion and Work Performance in Organizations  
   J. Hakanen, University of Helsinki, Helsinki, Finland

   SY31  Freedom and Responsibility in Cultural Context  
   K. Sheldon, University of Missouri, Columbia, Missouri, United States

      SY31.1  The Two Sides of Responsibility  
      D. Leontiev, Higher School of Economics, Moscow, Russia

      SY31.2  The Functional and Happiness Benefits of Taking Responsibility: Greater in Russia than the U.S.  
      T. Gordeeva, Higher School of Economics, Moscow, Russia

      SY31.3  Freedom, Responsibility, and Excuse-Making: Experimental Studies  
      K. Sheldon, University of Missouri, Columbia, Missouri, United States

      SY31.4  Responsibility Only Comes with Freedom that is Cherished: Lay Theories of Freedom in Russia  
      E. Osin, Higher School of Economics, Moscow, Russia

   WK21  Being Better: Rewriting Our and Others’ Adolescence  
   M.E. Garassini, Universidad Metropolitana, Caracas, Venezuela

   SY32  Online Positive Psychological Interventions: From Development to Implementation  
   S. M. A. Lamers, University of Twente, Enschede, The Netherlands

      SY32.1  Intelicare: A Learning System for Delivering Behavioral Intervention Technologies  
      S. M. Schueller, Northwestern University, Chicago, Illinois, United States

      SY32.2  The Development of ALL OF ME: An Online Platform to Increase Resilience in Young Adults with a Chronic Illness  
      M. Haverman, Trimbos Institute, The Netherlands

      SY32.3  Acceptance and Commitment Therapy – Online: The Effects of a Web-Based ACT Intervention on Positive Mental Health and Depression  
      W. Pots, University of Twente, Enschede, The Netherlands

      SY32.4  How do Participants Experience Online Life-Review with Peer Contact? A Qualitative Study  
      S. M. A. Lamers, University of Twente, Enschede, The Netherlands

      SY32.5  Implementation of Online Positive Psychological Interventions into Healthcare  
      L. Bolier, Trimbos Institute, The Netherlands
SY33 A Pivotal Partnership for Understanding and Optimizing Positive Education
D. Vella-Brodrick, University of Melbourne, Carlton, Australia
T. Ben-Shahar, Interdisciplinary Center Herzliya, Israel

SY33.1 Implementing Positive Education: A Whole School Approach
C. Scudamore, Geelong Grammar School, Victoria, Australia

SY33.2 The GGS Year 9 and 10 Positive Education Curriculum: Learning from Experience
J. Robinson, Geelong Grammar School, Victoria, Australia

SY33.3 The Research Perspective: Mixing It Up For A More Complete Story
D. Vella-Brodrick, University of Melbourne, Carlton, Australia

SY33.4 Capturing a Deeper Perspective through the Lens of Mobile Experience Sampling
T. Chin, University of Melbourne, Carlton, Australia

SY34 Contemplative Science as a Resource for Positive Psychology: Empirical Findings and Practice Insights from the Buddhist Mind Training Tradition
B. Ozawa-de Silva, Life University, Atlanta, Georgia, United States

SY34.1 Effects of Cognitively-Based Compassion Training (CBCT) in School and Adult Populations
B. Ozawa-de Silva, Life University, Atlanta, Georgia, United States

SY34.2 Precise Methods for Sequentially Cultivating Compassion and Wisdom: Comparative Analysis of Sixteen Tibetan Buddhist Mind Training Manuals
T. Pruzinsky, Quinnipiac University, Hamden, Connecticut, United States

SY34.3 The Paradox of Unhappiness and Perceived Self Improvement: The Role of Buddhism in Preparation for Eudaimonic Growth
C. Keyes, Emory University, Atlanta, Georgia, United States

SY34.4 Highly Refined Attentional Control as a Mechanism of Action for Enhancing PPI Efficacy: Using Tibetan Buddhist Analytical and Concentration Meditations For Potentiating Positive Traits
T. Pruzinsky, Quinnipiac University, Hamden, Connecticut, United States

SY35 What's All the Hype? Big Data and Positive Psychology
M. Kern, The University of Melbourne, Parkville, VIC, Australia

SY35.1 W. Lamson, Fairleigh Dickinson University, Teaneck, New Jersey, United States
SY35.2 M. Kern, The University of Melbourne, Parkville, VIC, Australia
SY35.3 J. Eichstaedt, University of Pennsylvania, Pennsylvania, United States

WK23 Positive Business - Authentic Engagement in Productivity
P. Teagarden, University of Pennsylvania, St. Louis, MO, USA

10:15 AM – 10:30 AM BREAK CORONADO BALLROOM FOYER

10:30 AM – 11:30 AM CONCURRENT SESSION 10

WK24 Beyond Self-Doubt and The Science of Self-Efficacy and Self-Confidence
L. Jewell, Canadian Positive Psychology Association, Toronto, Ontario, Canada

WK25 Meaning at Work: Using Meetings in Organizations to Create Meaning
I. Ravn, Aarhus University, Copenhagen, Denmark
IPS19  Family and Life Span (Selected Oral Presentations)  Coronado E/F/G

IPS19.1  Impact of Activity Tracking Technologies on Subjective Well-being in Older Adults  
W. Fain, Georgia Tech Research Institute, Atlanta, GA, USA

IPS19.2  Family Life (Partnership an Parenthood) of Eminent Artists and Scientist and Their Creative Achievements, Sense of Success and Well-being  
I. Lebuda, Academy of Special Education, Warsaw, Poland

IPS19.3  Personality Facets and Life Satisfaction: A Twin Study  
B. Nes, Norwegian Institute of Public Health, and, University of Oslo, Oslo, Norway

IPS19.4  Parent Strengths Knowledge and Use: Relationship to Family Satisfaction in Parents and Children  
L. Waters, University of Melbourne, Melbourne, Victoria, Australia

WK26  Positive Emotions and Creativity at Work: Creating a Thriving Culture that Boosts Creativity, Innovation, Collaboration and Learning  
S. Langley, Emotional Intelligence Worldwide, NSW, Australia

SY36  Infusing Positive Psychology in Educational Environments  
C. Chaves, Tecmilenio University, Monterrey, Mexico

SY36.1  Teaching Well-being: A Review of Positive Psychology in Schools  
A. Adler, University of Pennsylvania, Pennsylvania, United States

SY36.2  Teaching Positive Psychology at the University of Melbourne  
G. Slemp, Melbourne Graduate School of Education, University of Melbourne, Australia

SY36.3  Positive Education at Tecmilenio University: A Systemic and University-wide Approach  
L. Gutiérrez, Tecmilenio University, Monterrey, Mexico

SY36.4  Building Competences for Well-being in High Schools  
R. Ballesteros, Tecmilenio University, Monterrey, Mexico

SY37  Advances in Research on Eudaimonia  
V. Huta, University of Ottawa, Ottawa, Canada

SY37.1  V. Huta, University of Ottawa, Ottawa, Canada

SY37.2  J. Vittersø, The Arctic University of Norway, Tromsø

SY37.3  K. Leibowitz, The Arctic University of Norway, Tromsø

SY37.4  C. Keyes, Emory University, Atlanta, Georgia, United States

WK27  Mindful Decision Making: A Workshop on How to Make Decisions that Make Us Happy  
D. Nir, Ono Academic College, Kiryat Ono, Israel

WK28  Restore Yourself: The Antidote for Professional Exhaustion  
E. Greenblatt, University of Toronto, Rotman School of Business

SY38  The Future of Work and Organizations in Positive Psychology  
(Made with the Work and Organization Division)  Monterey

SY38.1  Current and Future Directions in Positive Organizational Psychology  
S. Donaldson, Claremont Graduate University, Claremont, California, United States

SY38.2  Future Directions in Positive Relationships at Work and Positive Organizational Scholarship  
J. Dutton, University of Michigan, Ann Arbor, Michigan, United States

SY38.3  What We Know and What We Do Not Know About Positive Psychology  
K. Cameron, University of Michigan, Ann Arbor, Michigan, United States
11:30 AM – 12:00 PM     REFRESHMENT BREAK
CORONADO BALLROOM FOYER

12:00 PM – 1:00 PM     CONCURRENT SESSION 11

IN11 My Search for Flourishing
Corey Keyes, Emory University, Atlanta, Georgia, United States

WK29 Putting Your Strengths to Work
M. McQuaid, Melbourne University, Melbourne, VIC, Australia

WK30 Applying Positive Psychology in the Helping Professions: An Integrative Framework
M. Tarragona, PositivaMente, Mexico City, D.F., Mexico

WK31 Systematic Training in Sustainable Forms of Compassion: An Empirical and Experiential Introduction
B. Ozawa-de Silva, Life University, Marietta, GA, United States

IPS20 Coaching, Mentoring, and Self-Development (Selected Oral Presentations)

IPS20.1 Self-compassion Weakens the Burden of Menopausal Hot Flushes on Daily Life Functioning and Depression
L. Brown, University of Melbourne, Melbourne, Australia

IPS20.2 Positive Leadership Education and Practice: A Self Determination Theory Based Leadership Development Program
V. Forner, University of Wollongong, NSW, Australia

IPS20.3 Freedom is a Thought Away: How Female Life Coaches Redefine What is Possible in Business and Life
A. Kochenkova, Anna Kochenkova - Transformational Coaching, Milan, Italy

IPS20.4 Who Sees Change After Strength-based Leadership Coaching? An Analysis of Impact by Rater Level on Multi-source Feedback
D. MacKie, CSA Consulting, Brisbane, Australia

IPS21 Positive Education (Selected Oral Presentations)

IPS21.1 Is All Well in the Ivory Tower? Well-being of Staff in 34 Australian Universities
L. Oades, University of Melbourne, Wollongong, NSW, Australia

IPS21.2 Does Applying Character Strengths at School Predict Positive Experiences and Achievement At School? A Multilevel Analysis
L. Wagner, University of Zurich, Zurich, Switzerland

IPS21.3 Research and Evaluation Utilizing the Whole Child Framework: A College Access Program Example
N. Zargarpour, Claremont Evaluation Center, Claremont, CA, United States

IPS21.4 How the Gamification of a Mentoring System Motivates University Students to Engage in Well-being Enhancing Activities
A. Du Plessis, Stellenbosch University, Stellenbosch, Western Cape, South Africa

WK33 Using The Well-being Profiler for Schools
T. Chin, University of Melbourne, Victoria, Australia
T. Joyce, University of Melbourne, Victoria, Australia
L. Waters, University of Melbourne, Victoria, Australia

CH7 Writing about Positive Psychology for a General Audience:
Why Bother, What Works, and What to Avoid
J. Marsh, University of California - Berkeley, Berkeley, CA, United States
IPS22 Measurement (Selected Oral Presentations) Coronado C/D

IPS22.1 Mixed Methods Research in Positive Psychology: A Mixed Methods Methodological Review  
R. Clark, University of Cincinnati, Cincinnati, OH, USA

IPS22.2 Tools for the Trade: The Workplace PERMA-Profiler  
M. Kern, University of Melbourne, Parkville, VIC, Australia

IPS22.3 Revising the VIA Inventory of Strengths: The VIA-IS-R  
R. McGrath, Fairleigh Dickinson University, Teaneck, NJ, United States

IPS22.4 Learning by Sampling on the Dependent Variable: A Normative Model of Success-Based Search  
R. Quinn, University of Louisville, Louisville, KY, USA

IPS22.5 Conclusions from Rasch Analyses on Three Scales of Eudaimonic Well-being  
L. Schutte, North-West University, Potchefstroom, South Africa

WK32 Finding Opportunities to Apply Positive Psychology in the Workplace Everyday  Monterey  
S. Lewis, Appreciating Change, London, UK

1:00 PM – 1:15 PM  BREAK

1:15 PM – 2:30 PM  CLOSING PLENARY SESSION AND FAREWELL  CORONADO J/H

P7: Positive Psychology and the Importance of Culture  
Mihaly Csikszentmihalyi, Claremont Graduate University, Claremont, California, United States

P7: The Positive Humanities: A New Approach to Human Flourishing  
James Pawelski, University of Pennsylvania, Philadelphia, Pennsylvania, United States
POSTER SESSION 1  FRIDAY, JUNE 26

001 Positive Life Trajectory: Integrating Positive Psychology and Hypnosis  
M. Oliveira, University of Lisbon, Lisbon, Portugal

002 Coptic Orthodox Christians: A Resilient and Meaningful Tradition 2,000 Years in the Making  
C. Agaibi, University of Akron, Akron, Ohio, United States

003 Group Training In Use of Strengths  
N. Amjad, University of Punjab, Lahore, Pakistan  
M. Suheyi

004 The Relations Between Youth Purpose and Happiness of Brazilian College Students  
U. Araujo, University of Sao Paulo, Sao Paulo, Brazil  
D. Pereira

005 Flow in Teams: The Role of Shared Leadership  
C. Aubé, HEC Montreal (Business School), Montreal, Canada  
V. Rousseau, University of Montreal & Brunelle, Éric, HEC Montreal, Canada

006 Validation of the Polish Personal Growth Initiative Scale - II (PPGIS-II)  
D. Borowa, Texas Tech University, Lubbock, TX, USA  
M. Kossakowska, University of Social Sciences and Humanities, Warsaw, Poland  
K. Harmon, Texas Tech University, Lubbock, TX, USA  
C. Robitschek, Texas Tech University, Lubbock, TX, USA

007 Get Positive to Get Creative  
J. Brunn, Saybrook University Old Greenwich, CT, USA

008 A Structural Equation Modeling for Analyzing the Relationship between Personal Growth Initiative and Strength-Based Variables  
E. Cankaya, Texas A&M University, Houston, TX, USA  
J. Liew, Texas A&M University, Houston, TX, USA

009 Developing Positive Psychological Capital through Mentoring  
J. Carter, Vulcan Materials Company & Bellevue University, Birmingham, AL, USA  
C. Youssef-Morgan, Bellevue University, Birmingham, AL, USA

010 Exploring and Facilitating Adaptation of Chinese New Immigrants  
C. Chan, Hong Kong Shue Yan University, North Point, Hong Kong, China  
K. To, Hong Kong Shue Yan University, North Point, Hong Kong, China

011 Positive Changes In Patients with Congestive Heart Failure: The Role of Situational and Global Meaning  
C. Chaves, Tecmileno University, Monterrey, Mexico  
C. Park, University of Connecticut, Mansfield, CT, USA

012 Defining Purpose in Life at University  
C. Chaves, Tecmileno University, Monterrey, Mexico  
S. Lazo, Tecmileno University, Monterrey, Mexico  
L.A. Gutiérrez, Tecmileno University, Monterrey, Mexico

013 Mindfulness, Empathy, and Work-family Outcomes: A Dyadic Crossover Model for Dual Career Couples  
Z. Chen, University of South Florida, St. Petersburg, FL, USA

014 The Gamification of Thriving at Work  
S. Crabtree, Happy Brain Science, Portland, OR, USA

015 Grit and Bear It: How Delay of Gratification Mediates the Relationship Between Grit and Self- and Others-interest  
T. Damiani, University of California, Santa Barbara, Santa Barbara, CA, United States

016 MAPF of Australia  
S. Doherty, University of Melbourne, Victoria, Australia  
C. MacDonald, University of Melbourne, Victoria, Australia  

017 The Relationship Between Character Strengths, Virtues, Self-efficacy, and Transformational Leadership  
M. Dronnen-Schmidt, Volda University College, Volda, Norway

018 “You Know Your Strengths – Now Go and Use Them!” How Managers and Organisations Can Facilitate Employees’ Strengths Use  
A. Dulagil, University of Wollongong, Sydney, NSW, Australia  
L. Oades, University of Wollongong, Sydney, NSW, Australia  
G. Spence, University of Wollongong, Sydney, NSW, Australia
POSTER SESSION 1  FRIDAY, JUNE 26

019  The Happiness Stress Connection: How Emotions Drive Entrepreneurial Stress  
M. Erken, RWTH Aachen University, Aachen, Germany

020  May the Study of Well-being in Itself Affect Well-being?  
A. Fagerlund, Folkhälsan Research Center, Helsinki, Finland

021  Two Types of Choice Activity in Situations of Different Subjective Importance  
A. Fam, National Research University Higher School of Economics, Moscow, Russian Federation  
D. Leontiev, National Research University Higher School of Economics, Moscow, Russian Federation  
E. Osin Evgeny, National Research University Higher School of Economics, Moscow, Russian Federation

022  Savoir and Self-Compassion Moderates Relations between Stressful Life Events and Depression  
J. Ford, Georgia Southern University, Statesboro, USA  
J. Kilbert, Georgia Southern University, Statesboro, USA

023  The Wellness of the Workforce: Consequences of Employee Well-being on Productivity  
C. Mora, University of Michigan, Ann Arbor, Michigan, United States  
B. Waleed, Humana  
J. Watson, Humana

024  At My Best: A Dynamic Approach to Stimulating Strengths-based Conversations At Work, School and Personal Life  
M. Galpin, Work Positive, Woodstock, Oxfordshire, UK

025  With Me and Against Me: Bonding Teammates through Internal Competition  
L. Garrett, University of Michigan, Ross School of Business, Ann Arbor, MI, USA

026  Training PsyCap and Signature Strength Use to Instill a Self-Regulated Virtuous Cycle  
D. Gavin, The Chicago School of Professional Psychology, Chicago, IL, USA  
J. Thompson, The Chicago School of Professional Psychology, Chicago, IL, USA

027  How Salient Future Work Selves Influence Occupational Health Among Young Sales People: Psychological Capital as a Mediator  
X. Guo, Peking University, Beijing, China  
W. Lei, Peking University, Beijing, China

028  The Interpersonal Vulnerability Scale: Assessing the Ability to Take Risks in Relationships  
A. Guzman, University of New Mexico, Albuquerque, New Mexico, USA  
E. Stein, University of New Mexico, Albuquerque, New Mexico, USA  
P. Valdez, University of New Mexico, Albuquerque, New Mexico, USA  
D. Baied, University of New Mexico, Albuquerque, New Mexico, USA  
C. Montoya, University of New Mexico, Albuquerque, New Mexico, USA  
B. Smith, University of New Mexico, Albuquerque, New Mexico, USA

029  Enhancing Awareness of Importance of Teamwork in Patient Safety: The Room of Errors  
J. Haizlip, University of Virginia, Charlottesville, VA, USA  
R. Kelly, University of Virginia, Charlottesville, VA, USA  
S. Addison, University of Virginia, VA, USA  
M. Buck, University of Virginia, VA, USA  
L. Fuzy, University of Virginia, VA, USA  
S. Neumayr, University of Virginia, VA, USA  
J. Owen, University of Virginia, VA, USA  
R. Thomas, University of Virginia, VA, USA  
V. Brashers, University of Virginia, VA, USA

030  Positive Psychology for Overcoming Depression: Testing the Long-Term Efficacy of an 8-Week Bibliotherapy Intervention for Depression  
K. Hanson, Sheffield Hallam University, Sheffield, UK

031  Broaden, Build... and Bridge? Positive Emotions in Expressive Writing  
M. Hayes, Teesside University, Middlesbrough, United Kingdom  
K. Hefferon, University of East London, United Kingdom

032  Strengths and Health in Urban Greencare  
B. Henson, Middlesex University, London, UK

033  A Field-Based Study Pertaining to the Relationship of Sales Call Anxiety, Emotional Intelligence and Employee Engagement in Sales Professionals  
R. Hoffman, The Chicago School, Chicago, IL, USA  
J. Thompson, The Chicago School, Chicago, IL, USA

034  A Positive Psychological Intervention for Promoting Sustainable Behavior  
K. Horiike, Toyo University, Tokyo, Japan  
H. Horiike, Tohoku-gakuin University, Sendai, Japan
035  Linking Eudaimonic vs. Hedonic Orientations to Distress When Seeing Others Suffer: Distinguishing True Empathy from Personal Discomfort
V. Huta, University of Ottawa, Ottawa, Canada

036  Protective Effects of Creativity on Meaningfulness and Psychological Well-being
H. Jones, Acadia University, Nova Scotia, Canada
P. Horvath, Acadia University, Nova Scotia, Canada

037  Momentary Satisfaction of Engaging in Pro-environmental Behavior: New Scale Development and its Correlations with Happiness-related Scales
N. Kaida, University of Tsukuba, Tsukuba, Japan
K. Kaida, National Institute of Advanced Science and Technology, Japan

038  REM Deprivation is Related to Forgetting Emotional Memory
K. Kaida, National Institute of Advanced Industrial Science and Technology (AIST), Tsukuba, Japan

039  Desirable Dyslexia: Life with a Gift - Positive Psychology Interventions for Dyslexia
C. Kannangara, University of Bolton, Bolton, UK
J. Carson, University of Bolton, Bolton, UK
S. Puttaraju, Jain University, Bangalore, India

040  AWENTURA, Videogame Empathy in Action for Kids
V. Kelmanowicz, Universidad de Palermo, Universidad de Belgrano, Buenos Aires, Argentina

041  Well-being in Relation to Parental Bonding, Optimism and Empathy in Adolescents with Dual-career and Single-career Parents
S. Khosla, Claremont Graduate University, Claremont, United States

042  Team Work Engagement: Scale Development and Validation
H. Kim, Claremont Graduate University, Claremont, CA, United States
K. Doiron, Claremont Graduate University, Claremont, CA, United States
M. Salazar, Claremont Graduate University, Claremont, CA, United States
A. Austill, Claremont Graduate University, Claremont, CA, United States
E. Gomez, Claremont Graduate University, Claremont, CA, United States
J. Jackson, Claremont Graduate University, Claremont, CA, United States

043  What Do You Love? Scale Development and Validation for Love of Material Objects
H. Kim, Claremont Graduate University, Claremont, CA, United States
H. Lucas, Claremont Graduate University, Claremont, CA, United States
R. Rodgers, Claremont Graduate University, Claremont, CA, United States

044  What are Recovering Alcoholics Grateful For?
A. Krentzman, University of Minnesota, St. Paul, MN, USA
M.M. Higgins, University of Minnesota, St. Paul, MN, USA
A.L. Hassett, University of Michigan, Ann Arbor, MI, USA
P.S. Meyer, Minnesota Center for Mental Health, MN USA

045  Integrating Positive Psychology and Elements of Music Therapy in Treating Adolescents with Anxiety
S. Kwok, City University of Hong Kong, Hong Kong, China

046  School Psychologists’ Support to Sexual Minority Youth in the Intervention and Prevention of Homophobic Bullying
L. René-Març, Université du Québec a Montréal (UQAM), Montreal, Quebec, Canada

047  Strengths & Sails - Positive Education in Practice
C. Leach, Clive Leach Consultancy, Sydney, NSW, Australia

048  Hardiness and Vitality: The Role of Passion for Work
C. Leduc, Université du Québec a Montréal (UQAM), Montreal, Quebec, Canada
N. Houfert, Université du Québec a Montréal (UQAM), Montreal, Quebec, Canada

049  Introduction to Mindfulness in Teaching Strategy for Residents of Family, Preliminary Results
C. Leon-Pizarro, Oncology Service IOV Hospital Terrassa-Hospital Taulí, Barcelona, Spain
M. Rosanna, Oncology Service IOV Hospital Terrassa-Hospital Taulí, Barcelona, Spain
E. Jovell, Research and Innovation Department Hospital Terrassa, Barcelona, Spain
T. Blasco, Universitat Autonoma, Barcelona, Spain
M. Valero

050  Personalized Attendant for Social Participation: An Intervention to Foster Older Adults’ Health
M. Levasseur, Université de Sherbrooke, Quebec, Canada
051 Creating a Positive Culture in the Workplace: Engaging Staff, Increasing Resilience, Enhancing Well Being
A. Lim, University of Western Sydney, Sydney, NSW, Australia
A. Srinivasan

052 Measuring Multidimensional Character: Validation of the Character Growth Index
M. Liston, Liston Group, Joplin, MO, USA

053 Optimism and Job Stress: Investigating the Moderating Effect of Future Work Self Salience and Proactive Personality
S. Liu, Peking Universit, Beijing, China
L. Wang, Peking University, Beijing, China

054 Job Crafting: Testing a Unifying Theoretical Framework
J. Londei-Shortall, Universite de Montreal, Montreal, Quebec, Canada
V. Dagenais-Desmarais, Universite de Montreal, Montreal, Quebec, Canada

055 Investigation for Japanese Adults on Four Factors of Happiness in Relation to Mind Management
T. Maeno, Keio University, Yokohama, Japan

056 Exposure to and Utilization of Positive Psychology in the Professional Lives of Counseling Psychologists and Counseling Psychology Graduate Students
J. Magyar-Moe, University of Wisconsin - Stevens Point, Stevens Point, WI, USA
L. Parks
A. Purdy
M. Pzybilski
G. Van Gompel
B. Weirzba

057 Optimal Experience and Optimal Identity: Flow and the Development of Social Identity
Y. Mao, Sapienza, University of Rome, Rome, Italy

058 Validation into French of the SPANE
C. Martin-Krumm, ESPE de Bretagne - UEB - CREAD EA 3875 / IFEPSA Angers / APEMAC EA 4360 / IRBA, Rennes, France
F. Fenouillet, Chart-UPON - EA 4004, University of Nanterre, France
L. Kern, CeSRM, EA 2931, University of Nanterre, France
M. Besancon, Chart-UPON - EA 4004, University of Nanterre, France
A. Csillik

059 The Effect of Positive Education on Resilience and Flourishing of Male Students (10-13 Years Old) in Isfahan City
A. Memarian, Payame Noor, Toronto's branch, Isfahan, Iran
P. Mirzaie, University of Payame Noor, Tehran, Iran

060 Measuring What We Value: Combining Well-being Measurement and Positive Interventions to Engender Academic Improvement in a Low-income Public School
V. Millar, University of Pennsylvania, Philadelphia, PA, USA and Atlantic City Public Schools, Atlantic City, NJ, USA
M. L. Kern, University of Melbourne, Australia

061 The Importance of Learning, Growth and Negative Emotion in Peak Experience
M. Montijo, Claremont Graduate University, Claremont, CA, USA

062 The Moderating Effect of Increased Appreciation in Life on Trauma and Life Satisfaction in Military Veterans
J. Morgan, North Carolina State University, Raleigh, NC, United States

063 Positive Psychology of Peak Performance
A. Mouton, Claremont Graduate University, Claremont, CA, USA

064 Motivation in an Organisational Setting: The Effect of its Variation on Psychological Health
A. Murray, Universite de Montreal, Montreal, Canada
D.E. Hatier, Universite de Montreal, Montreal, Canada
A. Savoie, Universite de Montreal, Montreal, Canada
L. Brunet, Universite de Montreal, Montreal, Canada

065 Theory to Practice - A Critical Analysis of Applying Positive Education in an Australian K-12 School through the School Ethos
M. Nemec, St Mary & St Mina’s Coptic Orthodox College, Sydney, NSW, Australia

066 Workplace Well-being Explained Simply
K. Noble, Noble Concepts Inc., Montclair, NJ, USA
G. Wedell, Change Activation

067 Positive Psychotherapy for Cancer Survivors
C. O. Arnedo, Catalonian Institute of Oncology & University of Barcelona, Barcelona, Spain
A. Casellas-Grau, A. Font, J. Vives
068 How to Assess Joy in Childhood: Utility and Functioning of a Picture Scale
L.B. Otros, Institute of Scientific Research-University of La Cuenca del Plata (CONICET), River Plate Adventist University-ISAM Leandro N. Alem / Misiones Argentina
R. de Minzi, Interdisciplinary Center of Mathematical and Experimental Psychology-CONICET
M. Cristina, Interdisciplinary Center of Mathematical and Experimental Psychology-CONICET

069 Do Latinos Show Increases in Positive Characteristics Following a Mindfulness Intervention?
J.A. Ortiz, University of New Mexico, Albuquerque, New Mexico, USA
G. Ford, University of New Mexico, Albuquerque, New Mexico, USA
J. Anderson, University of New Mexico, Albuquerque, New Mexico, USA
Y. Yeap, University of New Mexico, Albuquerque, New Mexico, USA
H. Hubbell, Homer, University of New Mexico, Albuquerque, New Mexico, USA
B. Smith, University of New Mexico, Albuquerque, New Mexico, USA

M.M.O. Bruna, European Institute of Positive Psychology, Madrid, Spain
M. Velasquez, Complutense University, Madrid, Spain
L. Köpp, Complutense University, Madrid, Spain
V. Cardenal, Complutense University, Madrid, Spain
A. García-Moltó, Complutense University, Madrid, Spain

071 Enhanced Emotional, Psychological and Social Well-being After Week-Long Japanese Naikan Gratitude Practice
B. Ozawa-de Silva, Life University, Atlanta, GA, United States
S. Bauer-Wu, University of Virginia, United States
C. Keyes, Emory University, Atlanta, GA, United States
Ozawa-de Silva, Emory University, Atlanta, GA, United States

072 Evidence of Validity of Child Welfare Network Occupational Self-Efficacy Scale
C.P. Pizarro de Freitas, Federal University of Rio Grande do Sul Porto Alegre, Rio Grande do Sul, Brazil
B. F. Damásio, Federal University of Rio de Janeiro
S. H. Koller, Federal University of Rio Grande do Sul

073 Meaning in Work: A Review of its Antecedents
Y.P. Savard, Universite de Montreal Pierrefonds, QC, Canada
A.M. Païement, Universite de Montreal
J. Béard, Universite de Montreal
L.M. Hontoy, Universite de Montreal
V. Dagenais-Desmarais, Universite de Montreal

074 Goals, Risks, and Self-Reported Courageous Behavior in Three Distinct Samples
C. Purdy, Clemson University, Clemson, SC, USA
E.A. Sullivan, Clemson University, Clemson, SC, USA

075 Fostering Career Happiness through Positive Psychology
D. Riebman, George Washington University, Washington, DC, USA

076 Empowering Leadership and Work Enjoyment in Teams: A Multilevel Model
V. Rousseau, University of Montreal, Montreal, QC, Canada
C. Aube, HEC Montreal

078 Fostering an Awareness of Developmental Trauma: Positive Psychology and Practice, an Interdisciplinary Approach
C. Sasse, University of South Alabama, Mobile, Alabama, USA

079 Positive Psychology - Achieving Large Scale Impact across Olympic Sports
M. Scholes, La Trobe University, Melbourne, Australia

080 Trajectory of Change: Quantifying 40 Years of Changes in Selected Quality of Life Indicators
S. Schwendener, Northeastern Illinois University, Chicago, IL, USA
C. Pistorio, Northeastern Illinois University, Chicago, IL, USA

081 Positively Green: Identifying the Synergistic Benefits of Happiness and Sustainability
B. Sellers, University of Central Florida, Orlando, FL, United States

082 Tackling the Elephant in the Room: A Course Imparting the Positive Psychology Constructs of Optimism, Hope, Grit and Character Strengths to Alternative High School Students
K. Sheehan, Molloy College Rockville Centre, NY, United States
F. Gillespie
083  The Benefits of a Growth Mindset on Statistics Anxiety and Statistics Self-Efficacy
M. Shimono, Washington State University, Tri-Cities Richland, WA, United States
D. Posey, Washington State University, Tri-Cities Richland, WA, United States

084  The Hopeful Protégé: Level of Hope Affects Attitudes about Mentoring
W. Shore, Pacific Lutheran University, Tacoma, WA, USA

085  The Unconditional Self-Kindness Scale: Assessing the Ability to Respond to Threats to the Self
B. Smith, University of New Mexico, Albuquerque, NM, USA
A. Guzman, University of New Mexico, Albuquerque, NM, USA
E. McCallion, University of New Mexico, Albuquerque, NM, USA
A. Phan, Alvin, University of New Mexico, Albuquerque, NM, USA
A.L. Stearns, University of New Mexico, Albuquerque, NM, USA
M. Fiebig, University of New Mexico, Albuquerque, NM, USA

086  Exploring the Connection Between Moral Focus and Happiness Orientation
W. Sowden, University of Michigan, MI, United States

087  Psychological Capital as a Predictor of Employee Engagement
M. Strafemans, The Chicago School, Chicago, IL, USA
J. Thompson, The Chicago School, Chicago, IL, USA

088  Effect of Positive Emotion on Learned Helplessness
D. Sugawara, University of Tsukuba, Tsukuba City, Ibaraki Prefecture, Japan

089  The Effect of Pilates on Mood and Body Composition of Healthy Women
S. Takeuchi, Keio University School of Medicine, Tokyo, Japan
H. Matsumoto, Keio University School of Medicine, Tokyo, Japan
W. Iwamoto, Keio University School of Medicine, Tokyo, Japan
K. Azuma, Keio University School of Medicine, Tokyo, Japan

090  The Impact of Creative Outlets on Coping with Relational Conflict: A Longitudinal Study of Flow, Self-Efficacy, and Mood
C.T. Martinez, California State University Channel Islands, Camarillo, CA, USA

091  Improving the Lives of Expatriate Spouses: The Impact of a Strengths Intervention on Well-being
L. Tolles, University of East London, Bogota, Colombia

092  Positive Psychology and Transition to Adult Life for Students with High Incidence Disabilities: A New Theoretical Framework
B. Tuckwiller, The George Washington University, Washington, D.C., USA
W. Dardick, The George Washington University, Washington, D.C., USA

093  The Validation of the Authentic Leadership Inventory (ALI)
L. van der Vaart, Optentia Research Programme, Gauteng, South Africa
I. Rothmann, Optentia Research Programme, Gauteng, South Africa
M. Standen, Optentia Research Programme, Gauteng, South Africa

094  Exploring the Efficacy of a Relational Savoring Intervention in a Group Homc Context
B. Wang, Pomona College, Claremont, California, United States
V. Bouche, Scripps College
A. Gomez, Pomona College, Claremont, California, United States
E. Cho, Harvey Mudd College
K. Hong, Pomona College, Claremont, California, United States
M. Padilla, Pomona College, Claremont, California, United States
S. Fox, Pomona College, Claremont, California, United States
R. Rice, River Stones Inc.
L. Borelli, Jessica Pomona College, Claremont, California, United States

095  Optimal Mobilization and Attributional Style Among Young Gymnasts
D. Wilczyska, Gdansk University of Phisical Education and Sport, Gdansk, Poland

096  Giving Happiness is Powerful
P. Wilson, La Salle University, Philadelphia, PA, USA

097  The Resilience Doughnut: Connecting Strengths to Thrive
L. Worsley, The Resilience Centre, Sydney, NSW, Australia

098  Determination and Interest Narrow, Rather than Broaden, the Scope of Attention
J. Yih, Vanderbilt University, Nashville, TN, USA
B. Sung, University of Queensland
L.D. Kirby, Vanderbilt University, Nashville, TN, USA
C.A. Smith, Vanderbilt University, Nashville, TN, USA

099  Improving Mental Energy Starts with Measuring It!
S. Young, Design Interactive, Inc., Orlando, FL, United States
G. Girometti, Quinnipiac University
S. Duff, Sacha, Design Interactive, Inc., Orlando, FL, United States
100 Enhancing Gratitude Among Young People: Evaluating Positive Education  
K. Yu, The University of Melbourne, Melbourne, Victoria, Australia  
N. Rickard, Swinburne Online, Monash University  
D. Vella-Brodrick, The University of Melbourne, Melbourne, Australia

101 When and How External Attribution Protects Our Mental Health as a Positive Construct: A Non-linear Model  
W. Yuan, Peking University, Beijing, China  
L. Wang, Peking University, Beijing, China

102 Longevity and Aging Well: Telomere Size Does Matter  
E. Zhivotovskaya, The Flourishing Center and Saybrook University, New York, New York, United States

103 Don't Worry, Be Happy Creating Your Own Business: Exploratory Analysis: A Transition from Female Media Professionals into Entrepreneurship Leveraging Human and Social Capital  
K. Alston, University of Florida, Gainesville, FL United States

104 Happiness on Facebook: An Investigation on the Amplification of Social Comparison Among Mature Users and Solutions for Overall Well-being  
K. Alston, University of Florida, Gainesville, FL, United States  
K. Harper

105 Designing Positive Experiences  
S. Augustin, Design With Science, La Grange Park, IL, USA

106 Assessing the Impact of the Physical Activity Leadership (PAL) Program on Elementary School Students and Teachers  
A. Bearden, Red Deer College, Red Deer, Alberta, Canada  
S. Dutrisac, University of Calgary

107 Solutions for Restoring Ethical Behavior and Decision Making for CEOs and Top Leaders  
S. Black, Visteon Corporation Lisle, IL, USA

108 Hope: Better Outcomes for Inpatient Headache Sufferers  
A. Borsuk-Kurzyna, Jefferson Headache Center (Thomas Jefferson University Hospital) Philadelphia, PA, USA

109 The Relationship Between Gratitude and Well-being in Graduate Level Counselors-in Training  
B. Browning, University of South Alabama, Mobile, AL USA

110 The Effect of Proactive Coping on Transition From College to Work  
Y. Cai, Doshisha University, Kyoto, Japan  
K. Takaya

111 Creativity and Arts-Integrated Instruction: Effects on Interest and Applied Effort in Elementary School Students  
J.C. O’Neal, The John F. Kennedy Center for the Performing Arts, Washington, D.C., United States  
A.S. Begle, The John F. Kennedy Center for the Performing Arts  
M. Runco, Creativity Testing Services

112 Psychological Covariates of Dispositional Mindfulness in Young Adults  
M. Crothers, University of Wisconsin-Eau Claire, Eau Claire, WI, USA  
Z. Donovan, University of Wisconsin-Eau Claire, Eau Claire, WI, USA  
T. Gugel, University of Wisconsin-Eau Claire, Eau Claire, WI, USA  
H. Geis, University of Wisconsin-Eau Claire, Eau Claire, WI, USA  
H. Selvananthan, University of Massachusetts-Amherst, MA, USA  
C. Schneider, University of Wisconsin, WI, USA

113 Engineering for Well-being: Positive Engineering Ethics Education  
J. Fudano, Kanazawa Institute of Technology, Nonoichi, Ishikawa, Japan

114 Pregnancy Loss: Coping Strategies Face to the Miscarriage  
T. Grouiodou, Federal University of Espirito Santo (UFES), Vitoria, Espirito Santo, Brazil  
A.C. Cunha, Federal University of Rio de Janeiro

115 Writing a Gratitude Letter: Experiences of Emerging Adults in an African University Context  
T. Guse, University of Johannesburg, Johannesburg, Gauteng, South Africa  
C. Saccaggi, University of Johannesburg, Johannesburg, Gauteng, South Africa  
G. Du Plessis, University of Johannesburg, Johannesburg, Gauteng, South Africa

116 Investigating Well-being Among U.S. Hispanic/Latino Adults: Qualitative Findings  
R. Hernandez, University of Illinois at Urbana-Champaign, Urbana, IL, USA
117 Flourishing: Validation of a Scale in a Mexican Context
I.I. Vasquez-Velazquez, Autonomous University of Yucatan, Merida, Yucatan, Mexico
E.A. Góngora-Coronado
J. Canto-Vadillo

118 The Factors that Predict Treatment Improvement in Group Positive Psychotherapy Program on Depressed Older Adults
I. Jungae, Kangbuk Samsung Medical Center, Seoul, South Korea

119 Influence of Self-directed Learning Competencies and Academic Self-efficacy on Happiness
Y. Kim, Chung-Ang University, Seoul, Korea
D. Ahn

120 An Italian Investigation of Aging Population’s Psychological Well-being and Mental Health
F. Vescovelli, Department of Psychology, University of Bologna, Bologna, Italy
C. Ruini, Department of Psychology, University of Bologna, Bologna, Italy

121 Positive Aging: A Pilot Study of a Mindfulness-based Intervention for Older Adults
T. Lomas, University of East London, London, United Kingdom

122 Prospection and Mental Imagery: A Clear Vision For The Future
S. Mangan, Claremont Graduate University, Claremont, CA, United States

123 Therapeutic Influences of Optimism in Strategies of Confrontation and Quality of Life for Patients with Chronic, Degenerative Diseases/Innnesses
S. Marrero, Turabo University, Gurabo, Puerto Rico
V. Zayas

124 Into the Harvard Archives: Historical Indicators of Positive Psychology in Higher Education Leadership
L. Miller, American Military University, Worthington, OH, USA

125 Role of Recruitment Managers in Facilitating Happiness and Mental Well-being at Work Place: A Study Across Genders
D. Mukherjee, St Thomas College, Bhiwai, India

126 Stressful Life Events and Life Satisfaction in Early Adolescents
Z.J. Ng, University of South Carolina, Columbia, SC, United States
M. Lyons, University of Houston, Houston, TX, United States
S. Huebner, University of South Carolina, Columbia, SC, United States
K. Hills, University of South Carolina, Columbia, SC, United States

127 The Impact of Practicing Gratitude on Focus and Resilience in Learning
J. Wilson, Westmont College, Santa Barbara, CA, United States

128 An Examination of Students’ Descriptions of Individuals with Psychological Disorders Using a Strengths-Based Model
R. Owens, University of Wisconsin - Stevens Point, Stevens Point, WI, United States
K. McNamee, University of Wisconsin - Stevens Point, Stevens Point, WI, United States
J. Vettrus, University of Wisconsin - Stevens Point, Stevens Point, WI, United States
L. Owens, University of Wisconsin - Stevens Point, Stevens Point, WI, United States
B. Johnson, University of Wisconsin - Stevens Point, Stevens Point, WI, United States
S. Kreul, University of Wisconsin - Stevens Point, Stevens Point, WI, United States

129 A Content Analysis of Positive Psychological Constructs in Major Counseling Psychology Journals
R. Owens, University of Wisconsin - Stevens Point, Stevens Point, WI, United States
L. Owens, University of Wisconsin - Stevens Point, Stevens Point, WI, United States
J. Magyar-Moe, University of Wisconsin - Stevens Point, Stevens Point, WI, United States
K. McNamee, University of Wisconsin - Stevens Point, Stevens Point, WI, United States
S. Kreul, University of Wisconsin - Stevens Point, Stevens Point, WI, United States
E. Parks, University of Wisconsin - Stevens Point, Stevens Point, WI, United States
A. Horn, University of Wisconsin - Stevens Point, Stevens Point, WI, United States
H. Crawford, University of Wisconsin - Stevens Point, Stevens Point, WI, United States
J. Vettrus, University of Wisconsin - Stevens Point, Stevens Point, WI, United States
L. McCann, University of Wisconsin - Stevens Point, Stevens Point, WI, United States
130  A Strengths-Based Peer Mentoring Intervention
R. Owens, University of Wisconsin - Stevens Point, Stevens Point, WI, United States
L. Owens, University of Wisconsin - Stevens Point, Stevens Point, WI, United States
S. Kreul, University of Wisconsin - Stevens Point, Stevens Point, WI, United States
B. Johnson, University of Wisconsin - Stevens Point, Stevens Point, WI, United States
J. Vettrus, University of Wisconsin - Stevens Point, Stevens Point, WI, United States
K. McNamee, University of Wisconsin - Stevens Point, Stevens Point, WI, United States
T. Fox, University of Wisconsin - Stevens Point, Stevens Point, WI, United States
A. VanGrinsven, University of Wisconsin - Stevens Point, Stevens Point, WI, United States
J. VanderLugt, University of Wisconsin - Stevens Point, Stevens Point, WI, United States
A. Santillipo, University of Wisconsin - Stevens Point, Stevens Point, WI, United States
L. Liljenberg, University of Wisconsin - Stevens Point, Stevens Point, WI, United States
S. Haas, University of Wisconsin - Stevens Point, Stevens Point, WI, United States

131  Mind Wheel, A Holistic Approach for a Happier Life
J. Park, Bloom Company, Seoul, South Korea

133  Total Fitness: A Sustainable Positive Education Program
P. Robinson, Positive Psychology Institute, University of Wollongong, Knox Grammar School, Sydney, Australia

134  Self-efficacy, Hope and Their Relationships with High Performance in Brazilian Stock Market Investors
S. Betti-Ferraz, Federal University of Rio Grande do Sul, Porto Alegre, Rio Grande do Sul, Brasil
J. Pacico, Federal University of Rio Grande do Sul, Porto Alegre, Rio Grande do Sul, Brasil
C. Hutz, Federal University of Rio Grande do Sul, Porto Alegre, Rio Grande do Sul, Brasil

136  Friends with (Health) Benefits? The Effect of Sociality on Engagement in Health Behaviors
S. Tepper, University of North Carolina at Chapel Hill, Chapel Hill, NC, USA
E. Rice, University of North Carolina at Chapel Hill, Chapel Hill, NC, USA
C. Adair, University of North Carolina at Chapel Hill, Chapel Hill, NC, USA

B. Fredrickson, University of North Carolina at Chapel Hill, Chapel Hill, NC, USA

137  Gratitude and Psychological Well-being of Chinese Adolescents
M. Chan, The University of Hong Kong, Hong Kong, China

138  Psychological Flexibility, Acceptance of Illness, Resilience and Quality of Life in Females with Ovarian Cysts
N. Amjad, Institute of Applied Psychology, University of the Punjab, Lahore, Pakistan
M. Suheyl

139  Giving Boys a Boost - An Inclusive Project for Marginalized Boys Based on Positive Psychology
F. Andersen, Aarhus University, Copenhagen, Denmark

140  Exploring Links Between Positive Emotions and Nature Within Chinese Tang Poetry
Y. Xu, China Positive Psychology Research Center, Tsinghua University, London, United Kingdom

141  The Correlation of Character Strengths of High School Students with their Academic Performances and Happiness: The Empirical Experiment of the Students of 3 High Schools in 2 Provinces in China
B. Zhang, Institute of Positive Psychology, Tsinghua University, Shenzhen, China

142  Is the Positive Mental Health of Young People Best Represented by a Unidimensional or Multidimensional Model?
L. Hides, Queensland University of Technology, Brisbane, Queensland, Australia

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B. Taggo, B. Owens
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S. Ross, DePauw University, Greencastle, Indiana, USA  
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202 Resilience and Stress-Related Growth among Young Black Gay/Bisexual Men  
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204 Pregnancy and Post-partum: May Psychological Well-being Play a Protective Role?  
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205 Attitudes to Ageing Help Explain the Relationship Between Self-compassion and Well-being among Midlife Women  
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B. Bei, Monash University  
F. Judd, Royal Women’s Hospital

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208 The Mediating Role of Positive Reappraisal Between Trait Mindfulness and Academic Stress of Chinese College Students  
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210 Measuring Multidimensional Well-being In University Students  
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211 Effectiveness of a Character Strengths Group for Children in a School Setting  
J. Chen, National Taichung University of Education, Taichung, Taiwan  
M. Lo, National Taichung University of Education, Taichung, Taiwan

212 The Effects of a Six-Week “Happiness Boot Camp” on College Student Flourishing  
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213 Trait Mindfulness is Associated with Better Psychological Adjustment During Pregnancy  
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214 The Reasons for Living Scale - Military Version  
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217 Educational Environments as Positive Institutions: Measuring Well-being in Faculty, School Leaders and Personal Staff
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218 Are There Sex Differences in Appreciation?
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219 Validation of the Ryff Well-being Scale (2006) in a Sample of Venezuelan Youth
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220 The Mediational Role of Meaning in Life Over the Relationship of Personal Growth Initiative with Life Satisfaction
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K. Hefferton, University of East London, London, United Kingdom

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224 How Can the Belief in a Just World Increase People’s Life Satisfaction? The Mediating Role of Patience
X. Guo, Peking University, Beijing, China
L. Wang, Peking University, Beijing, China

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228 From Zero to Hero
N. Hanssen, Flowcom, Oslo, Norway

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T. Hendriks, Anton de Kom University of Suriname (Adekus) & University of Amsterdam (Uva), Paramaribo, Amsterdam

230 Flourish - A Short Course in Positive Psychology for Senior Students
E. Hicks, Perth College, University of Melbourne, Perth, Australia

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232 Meaning Trumps Mastery When It Comes to Happiness on the Job
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R.S. Ibáñez V., Chilean Institute of Positive Psychology, Santiago, Chile
234  Theodora Effect: Character Strengths and Performance in Executive Women  
A. Joyner, The Chicago School of Professional Psychology, Chicago, IL, US  
N. Newton, J. Thompson, C. Fuller

235  Testing the Effect of Explanation Needs on Duration of Affect  
M. Kaneko, Toyo Graduate University Bunkyo, Tokyo, Japan  
K. Horike, Toyo University, Tokyo, Japan

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F. Harimoto, Okinawa Christian Junior College  
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H. Reel, Columbia University, New York, NY, United States  
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S. Kurihara, Keio University, Kanagawa, Japan  
T. Maeno, Keio University, Kanagawa, Japan

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S. Lavy, The University of Haifa, Haifa, Israel

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M.M. Ledertoug, Aarhus University, Copenhagen, Denmark

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H.S. Lee, Oklahoma State University, Stillwater, OK, USA

244  Architectonics of Personality Resources in Physically Disabled Students  
D. Leontiev, National Research University Higher School of Economics, Moscow, Russia  
A. Lebedeva, National Research University Higher School of Economics, Moscow, Russia

245  Is There a Role for Positive Psychology Interventions (PPIs) in the Clinical Treatment of Depression in Singapore?  
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247  Above and Beyond Perseverance: A Conceptual Foundation for Sisu  
E. Lahti, Aalto University, Helsinki, Finland

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K. Lochner, cut-e Group, Hamburg, Germany  
M. Eid, Free University of Berlin  
A. Preuss, cut-e Group, Hamburg, Germany

249  Drawing on Synchronicity as a Positive Psychology Heuristic in the Therapy Setting  
C. Mackey, Chris Mackey and Associates Psychology Services, Geelong, West Australia

250  Design of Workshop to Make People Happier Based on Four Factors of Happiness  
M. Maeno, Keio University, Yokohama, Japan

251  How Positive Emotions Influence Recovery From Stress When Reflecting on a Stressor  
B. Major, University of North Carolina at Chapel Hill, Chapel Hill, NC, USA  
K. McRae, University of Denver, Denver, Colorado, USA  
C. Waugh, Wake Forest University, Winston-Salem, North Carolina, USA

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J. Mercado, Pontifical University of the Holy Cross (Rome), Rome, Italy

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T. Miner, University of New Mexico, Albuquerque, New Mexico, United States

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C. Moretta, Hofstra University, New York, NY, United States
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270  Prosociality, Self-Efficacy and Job Motivation among Non-Teaching Employees of the Lyceum of the Philippines University – Laguna: A Grounded Theory Approach
F.M. San Juan, Lyceum of the Philippines University-Laguna, Calamba City, Laguna Philippines

271  Advancing Well-being Through Total Worker Health™
A. Schill, National Institute for Occupational Safety and Health, Washington D.C., USA

272  Magic Moments: Experience Your Wellspring as Reference Point
P. Schwartz, Schwartz Associates, Santa Barbara, CA, USA

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P. Seitzinger, University of British Columbia, Kelowna, BC, Canada
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L.Z. Shang, University of Montreal, Montreal, Quebec, Canada
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Y. Shim, Colorado State University, CO, United States
H. Lee, Oklahoma State University

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M. Shiryak, Saint-Petersburg State University, Saint-Petersburg, Russian Federation

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P. Sullivan, The Johns Hopkins Hospital, Baltimore, MD, USA

282  Neural Correlates of Flow State in Musicians
J. Tan, Goldsmiths, University of London, London, UK
C. DiBernardi Luft, Goldsmiths, University of London, London, UK
J. Bhattacharya, Goldsmiths, University of London, London, UK

283  How to Bring Optimism and Well-being into the Classroom of Preschool and Middleschool in 25 Days with Positive Psychological Intervention
L. Tidmand, University Aarhus & HAPPY KIDS, Copenhagen, Denmark

284  Apply Positive Psychology in Corporate Learning Design: Increased Engagement & Sustainable Ownership
B. Tse, Life Adventure Consultants Limited, Hong Kong, China

285  Modeling Team Flow
J. van den Hout, Eindhoven University of Technology, Eindhoven, The Netherlands

286  Participation in a Workshop on Positive Psychology (PP) Increases Psychological Well-being, Happiness, Positive Affect and Hope in Teachers Working at a School in a Vulnerable Neighborhood of Santiago de Chile
A. von Schultzendorff, Universidad Finis Terrae, Santiago de Chile, Chile
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287 Examining Orientations to Happiness, Personality and Well-being in European Adolescents: A Cross-cultural Study
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K. Martinovi, University of Zagreb, Croatia
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289 Comparing the Effects of Online Interventions Based on Pleasure, Engagement, Meaning, Positive Relationships, and Accomplishment: A Randomized Placebo-controlled Study
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290 The Effects of Flotation Restricted Environmental Stimulation Therapy (REST) on Well-being
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298 TAPOC - A Children's Optimism Scale
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299 Universal Happiness? Cross-Cultural Measurement Invariance of Six Scales Assessing Positive Mental Health
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302  Drs. Train-Love: How to Stop Worrying About Citing and Love Writing  
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J. Campos, UFRGS, Fortaleza, Brazil  
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P. Chow, Nipissing University, North Bay, Ontario, Canada  
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J. Finley, Benedictine, Chicago, IL, USA

306  A Successful Career in Teaching: Study of Dimension of Well-being and Strengths of Character Among Perseverant Primary and High School Teachers  
N. Goyette, Universite du Quebec a Trois-Rivieres, Trois-Rivieres, Quebec, Canada

307  Reflecting on Multiple Perspectives on the Environment to Build Environmental Educators’ Emotional Capacity  
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308  Does It Take Courage to Start a Business?  
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310  A Study on Lie Acceptability of University Students in Korea, China, Thailand and Philippines  
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311  Enhancing Teacher Efficacy of Korean Elementary School Teachers: On Job Stress and Teacher Competency  
N. Kim, Chung-Ang University, Seoul, South Korea  
D. Ahn, Chung-Ang University, Seoul, South Korea

312  Study About Early Childhood Teachers’ Character Strengths and Happy Experiences  
M. Kim, University of Missouri, Columbia, MO, USA  
H. Hwang, Pusan National University, Korea

313  Does the Fit of Values Between Persons and Organizations Lead to Happiness? Mediating Effect of Job Satisfaction  
J.Y. Lee, Seoul National University, Seoul, Korea  
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J.Y. Lee, Seoul National University, Seoul, Korea  
W.H. Jeung, Korea National Defense University, Seoul, Korea

315  Positive Parenting Workshop to Brazilian Vulnerable Families  
L. Dobriansky Weber, Federal University of Parana, Curitiba, PR, Brazil

316  Psychological Well-being while Coming of Age in Contemporary Western Societies: The Demand for Heightened Levels of Agency and Uncertainty Tolerance  
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S. Marques, Porto University, Porto, Portugal  
S. Lopez, Gallup Clifton Strenghs School and University of Kansas, Kansas, KS, USA  
A.M. Fontaine, Porto University, Porto, Portugal  
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319  Positive Psychology MOOCs: Can They “Scale Up” the Teaching of Happiness and Resilience?  
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320  Testing the Effect of Improving Explanatory Style on Depressive Symptoms  
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H. Horike, Tohoku-Gakuin University  
K. Horike, Toyo University, Tokyo, Japan
321 Considering New Positive Outcomes of Psychological Ownership
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325 Do Sense of Self and Gratitude Mediate the Relationship Between Mindfulness and Happiness?
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R. Rajagopalan, North Carolina State University, Durham, NC, USA

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328 The Importance of Hope in the Therapeutic Process
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330 Brain State Modulates Conflict Processing in Stroop Effect
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R. Tang, The University of Texas at Austin, Austin, TX, USA

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K. Olson, Positivity Company, Parker Academy, Warren St. Family Counseling, Henniker, NH, USA

339 Evaluating a Resource-oriented Coaching Intervention for Retirees-to-be: Effects on Retirement Expectations and Personal Resources
N. Seiferling, Heidelberg University, Heidelberg, Germany
A. Michel, Heidelberg University, Heidelberg, Germany
Positive Psychotherapy is a humanistic and integrative psychodynamic method with a transcultural approach. It has been developed by Nossrat Peseschkian, M.D., since 1968 in Germany.

It is based on a humanistic and salutogenetic concept of human nature and the potential of every human-being to overcome his or her conflicts. Conflicts are interpreted as challenges to the development of these capacities. From this premise, many innovative therapeutic concepts and techniques have been developed.

Positive Psychotherapy is applied in the treatment of anxiety, adjustment, psychosomatic and personality disorders. It is effective in short-term as well as in long-term treatment.

The method has been introduced in more than 65 countries world-wide. At the present, there are training programs in some 20 countries. More than 35 books and hundreds of scientific articles in more than 20 languages have been published about this integrative psychodynamic method.
Leaders who encourage innovative work behavior are in high demand—they are key to maintaining a competitive edge in today’s marketplace.

This 3-day program brings you together with leading UC Berkeley academics and Silicon Valley industry professionals for an immersive experience that covers:

• Applied Positive Psychology in Organizations
• The Innovation Process
• Leadership Roles to Foster Innovative Work Behavior

UC Berkeley faculty and industry experts will integrate a combination of teaching methods including case studies, experiential learning and lectures. Participants will gain a variety of frameworks and tools for immediate application in their workplace; collaborative exercises and challenges will help participants build a high-powered network of colleagues throughout industry.

Space is limited for this November 4-6, 2015 program at UC Berkeley

www.funginstitute.berkeley.edu/positive
or call (510) 664-4464
EXHIBITOR LIST

Canadian Positive Psychology Association ................................................................. Booth # 103
Case Western Reserve University Masters of Science in Positive Organization................ Booth # 309
Center for Positive Organizations, Michigan Ross ....................................................... Booth # 111
Centre for Positive Psychology, Melbourne Graduate School of Education................ Booth # 204
Claremont Graduate University (CGU) ......................................................................... Booth # 200
Happify ......................................................................................................................... Booth # 404
HeartMath LLC ............................................................................................................. Booth # 305
Hogrefe Publishing Corp. ............................................................................................ Booth # 109
Institute Flourish at Universidad del Sinu- Sede Monetria ............................................ Booth # 319
International Positive Education Network (IPEN) ....................................................... Booth # 408
International Positive Psychology Association (IPPA) ................................................ Booth # 101
Langley Group Institute ............................................................................................... Booth # 107
Life University ............................................................................................................. Booth # 402
Live Happy, LLC ........................................................................................................... Booth # 317
Multi Health Systems (MHS) ..................................................................................... Booth # 307
Oxford University Press ............................................................................................... Booth # 400
Positive IQ - at home, at work, in life ........................................................................... Booth # 414
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Springer .......................................................................................................................... Booth # 208
The Flourishing Center - CAPP Program ...................................................................... Booth # 206
University of Pennsylvania - MAPP Program .............................................................. Booth # 301
Wellcoaches Corporation ............................................................................................. Booth # 410
Western Positive Psychology Association (WPPA) ....................................................... Booth # 202
Wholebeing Institute .................................................................................................... Booth # 311
Work Positive / At my best ............................................................................................ Booth # 105
Canadian Positive Psychology Association
Booth # 103

Sajel Ballon
1 Eglinton Ave. East, Suite 703, Toronto, Ontario M4P 3A1
Email: sajel@rogers.com
Phone: 416-454-5064
www.positivepsychologycanada.com

The Canadian Positive Psychology Association (CPPA) is a registered non-profit organization that bridges positive psychology science to practice. Members include researchers, practitioners, teachers, clinicians, coaches, professionals, students and anyone interested in the application of positive psychology. The CPPA supports the understanding and application of positive psychology science to improve the well-being of Canadians. The CPPA delivers workshops, free webinars, the Educating for Resilience Conference (November 2015) and the 3rd Canadian Conference on Positive Psychology June 15-17, 2016. For more information visit www.positivepsychologycanada.com.

Case Western Reserve University Masters of Science in Positive Organization Development and Change Program (MPOD)
Booth # 309

Patricia Petty
10900 Euclid Avenue, Peter B. Lewis Building,
Cleveland, OH 44106-7235
Email: patricia.petty@case.edu
Fax: 216-368-6462
www.weatherhead.case.edu/mpod

The Masters in Positive Organization Development and Change Program (MPOD) at CWRU is an ongoing, adaptive response to continuing changes in the world, emphasizing a strategic focus on relational and human factors, striking a balance between economic well-being, social responsibility, and environmental sustainability.

The curriculum attempts to remain on the cutting edge of change management, leadership development, organizational transformation, and societal benefit, drawing from strength-based approaches such as appreciative inquiry, positive psychology, positive organizational scholarship, emotionally and socially intelligent leadership, and sustainable enterprises. MPOD uses experiential learning and action research methods in an intensive, applied, and interactive residency-based, cohort design.

Center for Positive Organizations,
Michigan Ross
Booth # 111

Esther Kyte
701 Tappan Street, Ann Arbor, MI 48103
Phone: 734-474-264
Email: ekyte@umich.edu
positiveorgs.bus.umich.edu

The Center for Positive Organizations (CPO), based at the University of Michigan’s Ross School of Business, is a world-class research center that brings transformational research on Positive Organizational Scholarship to students and leaders through articles, books, events, tools, teaching, and organizational partnerships.

CPO’s mission is to be a catalyst for the creation and growth of high-performing organizations that bring out the best in people. In support of this goal, CPO runs the Positive Organizations Consortium, which is a co-learning forum that inspires and enables leaders of organizations who are committed to getting results while building extraordinary business cultures.

Centre for Positive Psychology,
Melbourne Graduate School of Education
Booth # 204

Theresa Joyce
100 Leicester Street, University of Melbourne, Victoria, 3010 Australia
Email: therese.joyce@unimelb.edu.au
Phone: 03 9035 8179
www.education.unimelb.edu.au/ppcentre

The Centre for Positive Psychology at the University of Melbourne aims to advance the science and practise of
well-being for students, teachers and education systems (primary, secondary and tertiary) through the application of Positive Psychology. Our ground-breaking research, available Courses—including MAPP and Professional Certificates in Positive Psychology and Positive Education—and our new online Well-being Profiler will:

1. Contribute to flourishing students.
2. Assist schools to create positive cultures.

Visit our stand to learn of advances in Positive Education and the chance to win a FREE Well-being Profiler yearlong registration.

Claremont Graduate University (CGU)
Booth # 200
John M. LaVelle, Ph.D.,
Director of Operations and External Affairs
School of Social Science, Policy & Evaluation
McManus 240, 170 E. 10th Street, Claremont, CA 91711
Email: john.lavelle@cgu.edu
Phone: (909) 607-9016
www.cgu.edu/ssspe

Claremont Graduate University in Southern California is one of the leading providers of education and training in positive psychology. CGU offers M.A. and Ph.D. programs in positive psychology that stress rigorous training and a high level of competence. Students can specialize in Positive Organizational Psychology, Positive Developmental Psychology, and Positive Health Psychology. Visit www.cgu.edu/dbos to learn more.

Happify
Booth # 404
Tomer Ben-Kiki
584 Broadway, Suite 1206, New York, NY 10012
Email: tomer@happify.com
Phone: 917-568-3864
www.happify.com

Happify is a New York City-based company pioneering online emotional fitness by integrating the science of happiness into daily activities and games that help people build skills for a happier, more fulfilling life. From coping better with stress to increasing mindfulness, Happify’s 4-week tracks are created in collaboration with some of the world’s brightest research scientists and practitioners and offer a daily, simple and accessible way to boost emotional fitness. Launched publicly in October 2013, Happify currently has over 1 million users and is available at www.happify.com and via iPhone and Android app.

HeartMath LLC
Booth # 305
Carol Thompson
14700 West Park Avenue, Boulder Creek, CA 95006
Phone: (831) 338-8781, Fax (831)338-9816
Email: Carol@heartmath.com
www.heartmath.com

Reducing stress and anxiety has become more prevalent with clients today. HeartMath’s two decades of scientific research has proven that thoughts and emotions have an impact upon heart rate variability and health outcomes. HeartMath’s emWave® technologies and Inner Balance™ for iOS devices provide education and training on the body’s response to stress.

Hogrefe Publishing Corp.
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38 Chauncy Street, Suite 1002, Boston, MA 02111
Email: marketing@hogrefe.com
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www.hogrefe.com

Hogrefe has been publishing psychology and mental health books, journals, and psychometric tests for over 60 years. Visit our booth to meet Ryan Niemiec, author of Positive Psychology at the Movies and Mindfulness and Character Strengths, as well as Fredrike Bannink, author of the Handbook of Positive Supervision and the Handbook of Solution-Focused Conflict Management.
The International Positive Education Network (IPEN) challenges the current education paradigm, which values academic attainment above all else. Drawing on classical ideals, we believe the DNA of education is a double helix with intertwined strands of equal importance: the fulfillment of intellectual potential through learning the best that has been thought and known, and the development of character strengths and well-being through evidence-based approaches. IPEN’s goals are to support collaboration, change education practice and reform government policy to create a flourishing society. Visit our booth to sign our positive education manifesto and to join IPEN’s vast global network!

The International Positive Psychology Association (IPPA) is dedicated to promoting the science of positive psychology and its research-based applications, facilitating collaboration among positive psychology supporters and sharing the findings of positive psychology with the broadest possible audience. If you support this mission, join us! IPPA membership supports educational programs and conferences around the world and opens doors to a thriving global network. Collaborate with colleagues in our student and professional divisions, access the latest science and research-based applications in our online Learning Library, and connect with experts through our live Leader Series webinars. For more information, visit www.ippanetwork.org.

Life University is a unique place where students can feel empowered to break molds, pursue new ideologies and strive for excellence in the areas where their passions lie. In keeping with that philosophy, Life University has recently inaugurated a master’s degree program in positive psychology with three tracks of focus – General; Secular Ethics and Contemplative Science; and Coaching Psychology. Each has its own distinct curriculum, time frame of completion and potential career and educational opportunities after graduation. No other program in the Southeast offers a master’s program in positive psychology. For more information, visit http://www.LIFE.edu/Academics/Graduate/Positive-Psychology/.
Live Happy, LLC
Booth # 317

Monique Distasi
4006 Belt Line Road, Suite 120, Addison, TX 75001
Email: marketing@livehappy.com
Phone: 972-810-6637
Fax: 972-386-1841
www.livehappy.com

Live Happy, LLC is dedicated to promoting and sharing authentic happiness through education, integrity, gratitude, and community awareness. Headquartered in Dallas, Texas, its mission is to impact the world by bringing the happiness movement to a personal level and inspiring people to engage in living purpose-driven, healthy, meaningful lives.

Multi Health Systems (MHS)
Booth # 307

Mala Richard
3770 Victoria Park Avenue, Toronto, ON M2H 3M6
Email: mala.richard@mhs.com
Phone: 800-268-6011 ext. 206
Fax: 888-540-4484
www.mhs.com/TAP

A leading publisher of scientifically validated assessments for more than 30 years, Multi-Health Systems Inc. (MHS), was the first to publish a commercially available assessment for Emotional Intelligence.

MHS serves clients in educational, clinical, talent management and public safety settings with products sold in more than 75 countries and translated into over 50 languages.

MHS has been named one of Canada’s Best Managed Companies for 2013 & 2014. The best managed designation is a recognized symbol of excellence for Canadian businesses. Every year hundreds of companies compete for this designation in a rigorous and independent process that evaluates their management skills and practices.

Oxford University Press
Booth # 400

Customer Service Department
198 Madison Avenue, New York, NY 10016
Phone: 800-445-9714, Fax: 919-677-1303
Email: custserv.us@oup.com
www.oup.com/us

Visit the Oxford University Press booth to browse new and classic titles in positive psychology including: Vallerand THE PSYCHOLOGY OF PASSION; Wade POSITIVE PSYCHOLOGY ON THE COLLEGE CAMPUS; Hojjat POSITIVE PSYCHOLOGY OF LOVE; Peterson PURSUING THE GOOD LIFE; Britt THRIVING UNDER STRESS; Greenstein LIGHTER AS WE GO, and much more including new titles in the OXFORD LIBRARY OF PSYCHOLOGY Series. Ask about a trial to Oxford Clinical Psychology, too. Stop by the OUP booth in the exhibit hall on June 26th between 2:30 and 3:30 while we host a book signing for Robert Vallerand’s The Psychology of Passion!

Positive IQ- at home, at work, in life
Booth # 414

Michael Sears, Ph.D.
9950 S 300 W, Sandy, UT 84070
Email: msears@positiveiq.com
www.positiveiq.com

PositiveIQ is a not-for-profit project, founded on the philosophy that nurturing and strengthening 12 key character traits, such as commitment and kindness, will more fully enable the development of worthwhile goals that, through attention, discipline and passion, will lead to personal growth and positive living. PositiveIQ’s forward-thinking research, analytics, and advice will help individuals, families, communities, and businesses achieve a more positive way of living and working. We provide support and inspiration through our interactive website and app, as well as in-house and retreat seminars and training. Within PositiveIQ, you will be able to express your inner genius.
Quality of Life eXperiments (QoL-X.org) is a nonprofit project dedicated to helping people around the world learn how to personally experiment with quality of life improvements for themselves and those they care about. Our growing international volunteer program and work with wikis makes it possible for us to rapidly design, test, share and improve on the QoL-related activities and materials we recommend experimenting with. We especially want to help people be better prepared for times of crises, so we emphasize improvements in situational awareness, emotional preparedness, and decision making habits. Come visit our booth to learn more.

Springer
Booth # 208

Looking to publish your research? Discover Springer’s print and electronic publication services, including open access! Get high-quality review, maximum readership and rapid distribution. Visit our booth or springer.com/authors. You can also browse key titles in your field and buy (e)books at discount prices. With Springer you are in good company.

The Flourishing Center – CAPP Program
Booth # 206

The Flourishing Center is amongst the first Benefit Corporations (BCorp) located in New York City. Dedicated to increasing the well-being of the world, TFC offers integrative educational and experiential learning opportunities for people’s mind-body-spirit. Grounded in the science of human nature and behavior, TFC’s offerings help change-agents flourish in their personal and professional lives. Founded in 2008 by positive psychology and mind-body medicine expert, Emiliya Zhivotovskaya, the Flourishing Center offers the fastest growing Certification in Applied Positive Psychology (CAPP) Program, located in over 6 U.S. cities and expanding internationally. Learn more at www.TheFlourishingCenter.com.

Universidad del Sinú, Elias Bechara Zainúm
Booth # 319

Flourish is the recently launched Positive Psychology Institute at Universidad del Sinú in Colombia. Flourish’s goal is to promote research, application and dissemination of the science of positive psychology, locally and internationally. The Institute provides resources, training, education, coaching and consultancy to help individuals, communities, governments, organizations and educational institutions develop and cultivate the strengths and virtues needed to thrive.

University of Pennsylvania- Master of Applied Positive Psychology (MAPP)
Booth # 301

Penn’s MAPP program presents an extraordinary opportunity for individuals with a serious interest in applying positive psychology to their professional lives. The program’s executive education model allows students to fly in from anywhere in the world, continuing to work full-time while also studying full-time with world-class researchers and practitioners of positive psychology. Over the course of one calendar year, students receive a thorough grounding
in the research methods and theoretical underpinnings of positive psychology, and learn to apply its theories and perspectives within individual and organizational settings.

**Wellcoaches Corporation**
**Booth # 410**
19 Weston Road, Wellesley, MA 02482
Phone: 866-932-6224
Email: bwilson@wellcoaches.com
www.wellcoaches.com

Since 2002, Wellcoaches School of Coaching has set the gold standard for the training and certification of health and wellness coaches. Wellcoaches maintains a strategic Partnership with the American College of Sports Medicine to endorse and promotes Wellcoaches coach training and certification programs. Training is delivered via 18 weekly teleconferences or in a live four day onsite format. Corporate discounts are available.

**Western Positive Psychology Association (WPPA)**
**Booth # 202**
Shari Young Kuchenbecker
123 E 10th Street, Claremont, CA 91711
Phone: 855-977-2013
Email: Shari@wppanetwork.org, meg.rao@wppanetwork.org
www.wppanetwork.org

Western Positive Psychology Association (WPPA) is a collaborative scientific community of faculty, students, and scholars dedicated to building our academic agenda in the field of positive psychology.

Our WPPA vision is to promote an influential and sustainable academic presence of positive psychology in the western region of the United States encouraging teaching, scientific research, interdisciplinary collaborative investigations and dissemination of knowledge in positive psychology and strongly supports professional development among clinicians faculty and students. Established in 2013, we bring together the scientific community sharing our latest rigorous, evidence based empirical research in the science of happiness, excellence and optimal functioning.

**Wholebeing Institute**
**Booth # 311**
Sonja Craig
P.O. Box 272, Hardwick, MA 01037
Phone: 541-239-3551
Email: sonja@wholebeinginstitute.com
www.wholebeinginstitute.com

Wholebeing Institute is an educational organization focusing on research-based courses that help people live life to its fullest—spiritually, physically, intellectually, relationally, and emotionally. These essentials create the acronym SPIRE, which is the cornerstone of all curriculum. To lead a full and fulfilling life, to enjoy a deep and lasting sense of well-being, it is necessary to embrace the whole self. Take a free 7-day course taught by the co-founder of Wholebeing Institute, Dr. Tal Ben-Shahar: www.wholebeinginstitute.com/7day/

**Work Positive / At my best**
**Booth # 105**
Martin Galpin
50 Stratford Road, Shipston on Stour, Warwickshire, UK, CV36 4BA
Email: hello@workpositive.com
Phone: +44 1608 486001
www.workpositive.com / www.atmybest.com

Our team of experienced professionals provide learning and development programs globally. Using positive and business psychology to help individuals, teams and organizations be at their best, we offer ‘out-of-the-box’ and bespoke solutions.

Since their launch last year, Work Positive’s At my best™ strengths cards have become a popular tool for people looking to bring the best out of others. Coaches, teachers, facilitators and other professionals from more than 40 countries are using these beautifully designed cards to encourage appreciation of individual and collective strengths.

Exclusive IPPA Congress offer - try our new online tool for FREE at: atmybest.com/ippa
MARKET CATEGORY DIRECTORY

ACADEMIC RESOURCES
Canadian Positive Psychology Association, booth # 103
Case Western Reserve University, Masters of Science in Positive Organization Development and Change Program (MPOD), booth # 309
Center for Positive Organizations, Michigan Ross, booth #111
Centre for Positive Psychology, Melbourne Graduate School of Education, booth # 204
Claremont Graduate University (CGU), booth # 200
International Positive Psychology Association (IPPA), booth # 101
Langley Group Institute, booth # 107
Life University, booth # 412
QoL-X, booth # 416
University of Pennsylvania - MAPP Program, booth # 301
Western Positive Psychology Association (WPPA), booth # 202

BUSINESS DEVELOPMENT
Center for Positive Organizations, Michigan Ross, booth # 111
Multi Health Systems (MHS), booth # 307

BUSINESS MANAGEMENT
Center for Positive Organizations, Michigan Ross, booth # 111

COACHING / COUNSELOR SERVICES
HeartMath LLC, booth # 305
Langley Group Institute, booth # 107
Positive IQ- at home, at work, in life, booth # 414
QoL-X, booth # 416
Wellcoaches Corporation, booth # 410
Work Positive / At my best, booth # 105

EDUCATION RESOURCES
Canadian Positive Psychology Association, booth # 103
Case Western Reserve University, Masters of Science in Positive Organization Development and Change Program (MPOD), booth # 309
Center for Positive Organizations, Michigan Ross, booth # 111
Centre for Positive Psychology, Melbourne Graduate School of Education, booth # 204
HeartMath LLC, booth # 305
International Positive Education Network (IPEN), booth # 408
International Positive Psychology Association (IPPA), booth # 101
Life University, booth # 402
Positive IQ- at home, at work, in life, booth # 414
QoL-X, booth #416
The Flourishing Center - The CAPP Program, booth # 206
University of Pennsylvania - MAPP Program, booth # 301
Western Positive Psychology Association (WPPA), booth # 202
Work Positive / At my best, booth # 105

HEALTHCARE
HeartMath LLC, booth # 305
Life University, booth # 402
Wellcoaches Corporation, booth #410

HUMAN RESOURCES
Langley Group Institute, booth # 107
QoL-X, booth # 416
Work Positive / At my best, booth # 105

NONPROFIT ORGANIZATION
Canadian Positive Psychology Association, booth # 103
International Positive Education Network (IPEN), booth # 408
International Positive Psychology Association (IPPA), booth # 101
QoL-X, booth # 416
Positive IQ- at home, at work, in life, booth # 414
Western Positive Psychology Association (WPPA), booth # 202

PASTORAL CARE PRODUCTS
Work Positive / At my best, booth # 105

PATIENT EDUCATION
HeartMath LLC, booth # 305
Wellcoaches Corporation, booth # 410

PATIENT SERVICES
HeartMath LLC, booth # 305
PUBLISHER
Hogrefe Publishing Corp., booth #109
Multi Health Systems (MHS), booth # 307
Oxford University Press, booth # 400
Springer, booth #208

RESEARCH SERVICES (CONDUCTING AND/ OR APPLYING)
Center for Positive Organizations, Michigan Ross, booth # 111
Positive IQ- at home, at work, in life, booth # 414

SELF-HELP / EDUCATION
Canadian Positive Psychology Association, booth # 103
Centre for Positive Psychology, Melbourne Graduate School of Education, booth # 204
HeartMath LLC, booth # 305

Langley Group Institute, booth # 107
Positive IQ- at home, at work, in life, booth # 414
Qol-X, booth # 416
The Flourishing Center –The CAPP Program, booth # 206
Wellcoaches Corporation, booth # 410
Wholebeing Institute, booth # 311
Work Positive / At my best. booth # 105

TESTING SERVICES
Centre for Positive Psychology, Melbourne Graduate School of Education, booth # 204
Langley Group Institute, booth # 107

SOFTWARE
Happify, booth # 404
Work Positive / At my best, booth # 105

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Learn
Discover how to enhance well-being through the science of positive psychology ~ individually or within a group.

Inquire
Track well-being over time using an elegant, scientifically based, multi-culturally relevant assessment.

Flourish
Solution focused action plans empower people to enhance well-being ~ one decision at a time.

Engage
Illustrative reports provide results that help assess the effectiveness of decisions, activities, and programs.

Explore the guide to enhanced well-being:
ML1  Individual Differences in Prioritizing Positivity: New Measures and Findings

Barbara Fredrickson, University of North Carolina, Chapel Hill, North Carolina, United States

This is a workshop for researchers interested in expanding their toolkit for measuring individual differences related to the pursuit of happiness. Professor Barbara Fredrickson will share recent research she has conducted with former doctoral student, Dr. Lahnna Catalino, on the new concept of prioritizing positivity. Attendees will be exposed to a recently validated brief self-report measure of the concept and will learn about its behavioral and mental health correlates. Divergent validity will be demonstrated relative to prior measures of Valuing Happiness.

ML2  Turning a Good Job Into a Happy Life

Shane Lopez, Gallup Consulting

The central message of this workshop is a product of 100 years of other people’s deep thinking about work, 50 years of Gallup research on good jobs, and the last year of me interviewing some of the most vibrant, happy people I’ve ever met. The idea is simple, yet it should change almost everything we do to prepare ourselves and others for careers: Happiness depends on the goodness of our jobs, and those good jobs are made not found.

Through my favorite stories of the people who have turned good jobs into happy lives, I introduce you to illuminating research and five proven strategies that give you the directions you need to make small changes to your job and big changes to your overall well-being.

ML3  Cultivating the Spiritual Dimension in Life: A Vital Aspect of Positive Psychology

Kenneth Pargament, Bowling Green University, Bowling Green, Kentucky, United States

This workshop is designed to provide participants with ways to cultivate spiritual resources in their lives. We will begin by describing spirituality through the use of metaphor; spirituality is first and foremost a way of seeing the world more deeply. Research suggests that people who see the world through a sacred lens experience several benefits, such as the ability to draw on whatever they hold as sacred as a reservoir of valuable resources throughout life’s ups and downs. Based on this understanding of spirituality, we will describe several concrete ways to cultivate spirituality in the context of helping relationships. These include: (a) methods for creating a spiritual dialogue; (b) ways to help people access their spiritual resources, such as meditation and meaning-finding; and (c) and methods for helping people broaden and deepen their spirituality, including their capacity to see sacredness in their lives. This workshop will integrate up-to-date research in the field along with examples from clinical and community practice.

ML4  The Paradoxical Effects of Trying to Be Grateful and Other Counterintuitive Findings from the Science of Gratitude

Robert Emmons, The University of California-Davis, Davis, California, United States

Gratitude encircles much of what we do and who we are. Its power derives from a need that is deeply entrenched in the human condition – the need to give thanks. Across the life-span, research has shown that gratitude generates a positive ripple effect through every area of our lives, potentially satisfying some of our deepest yearnings – our desire for happiness, our pursuit of better relationships, and our ceaseless quest for inner peace, health, wholeness, and contentment. A variety of empirically validated “positive activity interventions” to increase one’s level of gratitude have been developed, yet recent research suggests that the very practice of trying to become more grateful can actually backfire. I will explain the reasons for this and how we can overcome it.
W1  Bring Your Organization to Life! Creating a Culture of Curiosity, Courage, Compassion, and Celebration

Monica Worline, Stanford University, Center for Compassion and Altruism Research and Education, Palo Alto, California, USA

We spend the vast majority of our lives in organizations – schools, workplaces, hospitals, places of worship, just to name a few – than can leave us feeling at the end of each day a little bit more alive or a little bit more dead. It is not overly dramatic to say that organizations kill us (e.g. did you know that medical errors are the third largest contributor to mortality in the US?) or, as some of our research participants have told us, that organizations save our lives. If you are interested in bringing your own organization to life, or if you coach and consult with others who aim to create organizations that bring out people’s best, this workshop is for you. We will begin with an understanding of the fundamentals of “positive culture” and look at real-life examples of extraordinary organizations that bring people to life in a variety of ways. Then we will spend our time learning and engaging in practical techniques for cultivating four kinds of aliveness in organizations: curiosity – as a form of mental aliveness; courage – as a form of moral aliveness; compassion – as a form of emotional aliveness; and celebration – as a form of collective aliveness. We will conclude with helpful take-away ideas about how these four fundamental aspects of positive culture contribute to resourceful growth, innovation, and resilience.

W2  Psychology Goes to School: Lessons from the Field of Positive Education

Lea Waters, University of Melbourne, Melbourne, Australia

Student well-being has become a focus of international education policy as represented in the inter-agency initiative between WHO, UNICEF, UNESCO, Education International, Education Development Center, Partnership for Child Development and the World Bank ‘Focusing Resources for Effective School Health’ (FRESH). With the challenge for schools to turn well-being policy into practice, positive education offers scientific evidence that enables schools to build well-being in students, staff and the community. Associate Professor Lea Waters will share her experience of working as a researcher and organizational psychologist in implementing positive education with over 100 schools in Australia and Asia. The workshop will be a combination of lecture, reflection and small group discussion and will follow a science-practitioner approach. This workshop will:

- Highlight key research findings coming through the field of positive education with respect to promoting student and staff well-being
- Present the scientific evidence that links well-being and academic achievement
- Discuss successful frameworks to turn schools into ‘Positive Institutions’
- Provide practical steps for how to embed positive education into the classroom and co-curriculum
- Give ‘Best Practice’ examples of positive education in primary and secondary school

W3  Positive Psychology Coaching for Executive Well-being

Jeffrey Auerbach, College of Executive Coaching, Pismo Beach, California, United States

In this workshop you will learn techniques to enhance executive well-being based on a model that complements the Emotional Quotient Inventory Well-being Indicator. Whether you use the EQI2.0 in your coaching or not, the model’s focus on positive self-regard, optimism, self-actualization and interpersonal relationships lends a practical roadmap for well-being coaching conversations. The author’s research indicates that a high percentage of executives report, being physically depleted lending importance to the practice of well-being coaching. How these well-being coaching conversations unfold in executive coaching will be discussed and specific techniques that are research informed to manage positive self-regard, optimism, self-actualization and interpersonal relationships will be shared.
**W4 Creating Sustainable Performance: Thriving at Work**  
*Christine Porath, Georgetown University, Washington DC, United States*

According to a Gallup poll, 71% of employees see themselves as disengaged; less than 20% of employees see themselves as flourishing in their work. Employees seek something more – they want a job situation that enables them to thrive. By crafting a culture where employees thrive, you’ll enhance performance, retain talent, and reduce health care costs. I’ll discuss what you can do to enable your people to thrive and consider best practices.

Next, we’ll focus on how you can thrive with improved energy management. Research shows that employees can learn to improve their energy capacity and replenish their resources to increase their physical, emotional, and mental resilience (Loehr & Schwartz, 2004; Schwartz & McCarthy, 2007). I’ll discuss what can be done to enable your thriving at work – focusing on how to build your energy capacity.

**W5 Methods for Studying Positive Psychological Processes in Social Interactions and Ongoing Relationships**  
*Sarah Algoe, University of North Carolina, Chapel Hill, Chapel Hill, North Carolina United States*

It is well-documented that relationships and happiness go hand-in-hand. New research has begun to unpack this association, using methods from experimental social psychology and relationship science to identify specific social behaviors and specific positive emotions that may independently influence social life for the better. For example, recent research on shared laughter as well as experienced and expressed gratitude has been conducted in the context of ongoing relationships; this work has illuminated understanding of how each of these constructs contribute to relationship quality independent of closely-related processes. Such basic research is needed to inform translation as well as application. Yet several practical, methodological, and theoretical issues make rigorous research in the relationship domain seem daunting. In this interactive workshop, I will walk participants through conceptual issues and theory on dynamic interpersonal processes using illustrations from my own basic research, practical considerations related to studying dyads, as well as methodological and statistical techniques to increase the strength of inference.

**W6 The Power and Possibilities of High Quality Connections at Work**  
*Jane Dutton, University of Michigan, Ann Arbor, Michigan, United States*

This workshop engages you with research findings and practical applications of the idea of high quality connections at work. We will explore the reasons to care about high quality connections at work for individuals, teams and for work organizations as a whole. We will identify distinctive pathways for building high quality connections. We will engage you with practical tools such as the high quality connection audit and the task enabling exercise (TEE) as means of fostering awareness and developing strategies for improving high quality connections at work (and beyond). I hope you will join me in an interactive workshop designed to inspire and equip with knowledge about the power and possibilities of high quality connections at work.

**W7 Positive Psychotherapy (PPT): Nuances of Clinical Applications**  
*Tayyab Rashid, University of Toronto Scarborough, Toronto, Canada*

Positive Psychotherapy (PPT) is a therapeutic approach which systematically builds positive emotions, character strengths, meaning, positive relationships and intrinsically motivated accomplishments with an assumption that over time, these positive resources may help clients to deal with psychiatric distress effectively. Participants will:

- Learn specific exercises which integrate strengths with symptoms, resources with risks, and weaknesses with values, in order to understand clinical complexities in an integrated way.
- Learn about therapeutic nuances of assessing, acknowledging and amplifying positives without dismissing, avoiding or minimizing negatives.
- Learn about positive impact of PPT exercises on the clinicians to ward off clinical burnout and compassion fatigue.

**W8 Designing, Deploying, and Evaluating Behavioral Interventional Technologies for Positive Psychology**  
*Stephen Schueller, Northwestern University, Feinberg School of Medicine, Evanston, Illinois, United States*

Increasingly technologies, including mobile phones,
computers, tablets, and sensors, are being applied to support behaviors that improve health, mental health, and wellness. A cursory search of the Internet, iTunes app store, or Google Play store reveals tens of thousands of different resources that promise the potential of increasing happiness and improving one’s functioning. Few of these resources, however, get used, and most do not contain principles drawn from evidence-based practices. This workshop is designed for both researchers and practitioners and will cover how these resources can be designed, how they can be used in practice, and how they can be evaluated for effectiveness (in both research and practice). The development and evaluation of behavioral intervention technologies requires the integration of methodologies and technical skills from a range of disciplines including psychology, computer science, and engineering. This workshop will describe methods for integrating conceptual principles from psychological theory (e.g., cognitive and behavioral therapies) with technological features to create interventions that are engaging and useful. Commonly used methods adopted from agile development will be demonstrated that include identifying the needs and roles of various stakeholders and the technologies needed to accomplish those tasks (e.g., Internet vs. mobile interventions; native vs. web apps). This workshop will introduce attendees to usability methods to ensure that intervention components are easy to use and meet their intended purpose. Dr. Schueller will discuss issues in the deployment and evaluation of behavioral intervention technologies, including participant management, risks, and software maintenance. The presentation will include a demonstration of existing behavioral intervention technologies for positive psychology.

**W9 Measuring Positive Constructs**
*Carlos Mora, University of Michigan, Ann Arbor, Michigan, United States*

The workshop will discuss the challenges that arise when the researcher attempts to quantify subjective concepts that have, for most people, an individual meaning (think about what happiness means to you and a close associate). Since positive psychology features a rather large number of subjective concepts, those challenges are particularly relevant in positive research. Advances in survey methodology, data bases, and foundations of measurement offer valuable tools to confront the challenges. To illustrate the measurement process, we will use a real-life example of a comprehensive measurement system developed by Humana, a large health management organization, to measure well-being. The contents of the workshop are as follows:

1. Foundations of measurement as a numerical representation of features of the world, and the relationships among those features.
2. Survey techniques as a systematic effort to reduce the error band around the information surveys provide. The role of behavioral items versus opinion items.
3. Understanding the relationship between positive constructs and business outcomes like cost, productivity and engagement.
4. Feedback reports at the individual and organizational unit level.
5. An inventory of barriers that hinder and enablers that propel progress on positive constructs.
6. The creation of an actionable space to help individuals and managers improve performance in positive constructs.

**W10 Incorporating Health Measurement into Your Positive Psychology Research**
*Afton Hasset, The University of Michigan, Ann Arbor, Michigan, United States*

*Sarah Pressman, University of California, Irvine, California, United States*

*Joel Milam, University of Southern California, Los Angeles, California, United States*

This workshop reviews common strategies for assessing health-related factors that are relevant for positive psychology researchers. The presenters will provide an overview of common health assessment strategies including: self-report questionnaires (e.g., health-related quality of life, mood and affect), clinical measures (e.g., disease progression, disease specific measures), and biomarkers (e.g., neuroimaging, cortisol, cytokines, telomeres). Examples and the pros and cons of different assessment strategies and considerations for different study populations (e.g., patient burden, vulnerable populations) will be discussed. Observations about working in medical settings and the use of appropriate study designs will also be presented. Each section of the workshop will include time for participants to discuss their own experiences and concerns with each assessment strategy.
IN1 Positive Psychology and Clinical Psychology: Emerging Promises and Translational Challenges

Carmelo Vazquez, Universidad Complutense, Madrid, Spain

In this presentation it will be strongly emphasized that the only way for positive psychology (PP) to survive in the long run is to keep it anchored in good science and good practices. In this talk I will describe how some findings from basic research on positive emotions and positive cognitions, from our group and others, are providing unexpected new insights on several clinical phenomena like trauma and depression. It will be proposed that, following the well-known classical model of translational science, PP must make a continuous effort to translate basic research on positive functioning to the field of intervention and prevention. Although most of the research and applications of PP have been focused on non-pathological individuals and institutions, clinical conditions pose an ultimate challenge to PP. There are several factors that justify the relevance of PP in the clinical field. First of all, research consistently shows that positive and negative cognitions and emotions must be understood as relatively separate entities. This basic notion has profound consequences for understanding and assessing mental disorders, and psychologists—clinical psychologists in particular—should be fully aware of it. Secondly, a positive view on functioning is expanding our understanding of how human beings react to adversity and life difficulties. Thirdly, there is promising research showing that positive interventions can be appropriately used to treat a variety of clinical problems. In sum, rather than being a separatist force within psychology, PP is substantially contributing to complement, in an innovative way, our view of human functioning even in conditions of distress and malfunctioning.

IN2 Past, Present, and Future Perspectives on Eudaimonic Well-being

Carol Ryff, University of Wisconsin, Madison, Wisconsin, United States

More than 25 years ago, I proposed a multidimensional model of psychological well-being (Ryff, 1989), derived from the integration of numerous perspectives on positive human functioning. More than 350 publications have been generated with the self-report scales constructed to assess various dimensions of well-being. I will briefly highlight overarching themes in past research findings. With regard to present research, I will summarize the growing body of evidence showing that purposeful, engaged, growth-oriented living is linked with better health, including reduced biological risk factors, reduced morbidity, and longer lives. With regard to future research, I will highlight emerging efforts to promote eudaimonic well-being in both clinical and educational contexts.

IN3 Sacred Moments: A Hidden Ingredient of Resilience and Change

Kenneth Pargament, Bowling Green State University, Bowling Green, Kentucky, United States

Spirituality can be integrated into virtually every dimension of life. Relationships, work, nature, virtues, the body can all be imbued with sacred qualities, and when they are, research indicates, they take on special power and significance. This presentation will focus on how particular moments in time can be experienced as sacred and the implications of these moments for resilience and change. “Sacred moments” refer to brief periods of time during which people experience spiritual qualities of transcendence, ultimacy, boundlessness, interconnectedness, and spiritual emotions. Sacred moments are not limited to extraordinary encounters (e.g., near death or mystical experiences); they may also occur in many kinds of relationships, including helping relationships. We will present striking examples of sacred moments and the transformations they can trigger. We will also report on the results of two recent studies of sacred moments in the context of psychotherapy. The findings suggest that: (a) sacred moments are not unusual; and (b) sacred moments are robustly tied to benefits for not only clients but also providers and the helping alliance.

IN4 Well-being: Perspectives from Affective and Contemplative Neuroscience

Richard Davidson, University of Wisconsin, Madison, Wisconsin, United States
This talk will present an overview of work in our Center that focuses on some of the fundamental constituents of well-being, their neural bases and bio-behavioral correlates, and how they can be cultivated through mental training. In addition, disorders that may arise from abnormalities in some of these constituents will be considered. Emphasis will be placed on prefrontal, ventral striatal and amygdala-circuitry and connectivity that may play a role in aspects of well-being. Both basic and translational neuroscientific and behavioral research on the impact of specific contemplative practices will also be featured. One of the key conclusions of this body of research is that well-being is best conceptualized as a skill that can be enhanced through training.

IN5 Turning Organizations Positive: An Invitation to Cultural Surgery

Robert Quinn, University of Michigan, Ann Arbor, Michigan, United States

Social science suggests that in organizations people tend to pursue self-interests, minimize personal costs, feel fear, prefer the status quo, endure constraints, stay in their roles, speak inpolitically correct ways, fail to see opportunities, compete for resources, experience conflict, become alienated, deny feedback, fail to learn, under-perform and personally stagnate. In more positive organizations the people tend to embrace the common good, make spontaneous contributions, feel confident, seek growth, overcome constraints, expand their roles, express their authentic voice, see and seize new opportunities, build social networks, nurture high quality connections, embrace feedback, learn, exceed expectations, and personally flourish. In this talk I focus on the question of how to turn a conventional organizational culture into a positive culture. I explore five levers that can be used to bring about such a transformation.

IN6 Critiques of Positive Psychology

Kim Cameron, Ph.D., University of Michigan, Ann Arbor, Michigan, United States
Mihaly Csikszentmihalyi, Ph.D., Claremont Graduate University, Claremont, California, United States
Barbara Fredrickson, Ph.D., University of North Carolina, Chapel Hill, North Carolina, United States
Jonathan Haidt, Ph.D., New York University, New York, New York, United States
Martin Seligman, Ph.D., University of Pennsylvania, Philadelphia, PA, USA
Carmelo Vazquez, Ph.D., Complutense University, Madrid, Spain

Positive psychology has generated a variety of critics. A number of published and unpublished criticisms, attacks, and even condemnations have appeared regarding the general orientation of positive psychology, the research in positive psychology, the practice of positive psychology, and the effects of positive psychology. This session addresses several of these criticisms with a panel of well-known positive psychology scholars.

IN7 The Power of Optimism (and Gratitude, Good Relationships, Accomplishment)

Rhonda Cornum, TechWerks, North Middletown, Kentucky, United States

Long term follow up of hundreds of prisoners of war (POW) from Viet Nam revealed that optimistic thinking was the variable most responsible for lack of any psychological diagnoses following repatriation from years of captivity. Using my own personal experience, I believe indefatigable optimism explains why I did extremely well following a POW misadventure in 1991, while some others did significantly less well. Since we know that optimistic thinking, along with other positive thinking skills, can be learned, I suggest that we owe it to young people to teach skills that will be valuable regardless of what they choose to do later in life. This was started in the Army (and later in the Air Force) in 2009, and continues today. I believe an important question is how to ensure that all kids have the opportunity to learn these skills if they do not get them at home.

IN8 POS - A Professional and Personal Journey

John Kim, New York Life Investment Management, New York, New York, United States

The CEO of a large, well known corporation in the United States...
States offers a professional and personal reflection on how positive organizational scholarship has been successfully applied in a large corporation.

IN9  Positive Psychology in China  
*Kaiping Peng, Tsinghua University, China*

This session discusses the application and progress of positive psychology in China. The growth of the positive psychology movement as well as the impacts of positive psychology on Chinese leaders and organizations is discussed.

IN11  My Search for Flourishing  
*Corey Keyes, Emory University, Atlanta, Georgia, United States*

Corey Keyes first introduced his notion of flourishing in 1999 at the first Akumal meeting of positive psychology and Summit of positive psychology. He was delighted to participate in the early phase of Positive Psychology, but remained skeptical of its necessity unless the budding science behind it could and would be used to solve some of the world’s most pressing problems. Mental illness became a worldwide public health problem in 1996 due to the first Global Burden of Disease study. Depression, in particular, remains among the top three causes of burden to societies around the globe. In this talk Corey Keyes will use his own personal journey — a story shared by millions worldwide — from abandonment, childhood abuse, adoption, depression, PTSD, languishing and finally to flourishing in life. Science and his personal journey through recovery and resilience have convinced his skeptical mind of the need for flourishing in particular, and positive psychology in general.
SY1  Research on Character and Virtues

R. McGrath, Fairleigh Dickinson University, Teaneck, New Jersey, United States

This symposium summarizes results from three large-sample research studies looking at character strengths and virtues. Topics include latent structural analysis of character strengths with the goal of validating a new model of virtue based on character strengths, identification of subtypes of individuals on the basis of character strengths, and distinguishing character strengths from personal dimensions using incremental validity analyses.

SY1.1  Incremental Validity of the VIA Inventory of Strengths over Five-Factor and HEXACO Inventories

A. Hall-Simmonds, Fairleigh Dickinson University, Teaneck, New Jersey, United States
R. McGrath, Fairleigh Dickinson University, Teaneck, New Jersey, United States
L. Goldberg, Oregon Research Institute, Eugene, Oregon, United States

Peterson and Seligman’s (2004) VIA Classification characterizes positive functioning in terms of 24 character strengths. However, it remains unclear whether the VIA Classification is simply a variant of the Five Factor or HEXACO Models of personality. The current study used a sample of 763 community residents to investigate whether a measure of the VIA Classification based on the International Personality Item Pool (IPIP), a very large pool of personality items in the public domain, predicted various criteria over and above facet scales from measures representing dominant models of personality: the NEO Personality Inventory-Revised (NEO-PI-R), the HEXACO Inventory, and two measures derived from the IPIP. Results indicated that the VIA scales had greater predictive power among behavioral criteria in comparison to clinical criteria or peer ratings. A hierarchical regression model indicated that certain VIA scales consistently demonstrated incremental fit over and above the scales reflecting the five and six factor models. Prudence, spirituality, and judgment were the most common VIA scales providing incremental validity over the personal scales, though five others were significant for about a third of the criteria.

SY1.2  Validation of a Three-Factor Model of Character Strengths

M. Greenberg, Fairleigh Dickinson University, Teaneck, New Jersey, United States
R. McGrath, Fairleigh Dickinson University, Teaneck, New Jersey, United States

While the VIA-IS has demonstrated adequate validity and reliability, a number of factor analyses have indicated the structure of the measure’s scales is inconsistent with the virtues model upon which it was originally based. Of the studies that have used exploratory factor analysis to investigate the structure of the VIA-IS, most have identified a model of four or five factors. Notably, however, the strengths often load differently across studies, and the factors identified seemingly fail to reflect a traditional perception on virtues. To identify a more intuitive model of virtue, McGrath (2014) conducted hierarchical principal components analyses (PCAs) with varying numbers of components using three different measures of the 24 character strengths, across four different samples. He found that a reliable three-factor model emerged that was consistent across samples, and was intuitively appealing, and replicated findings from several prior studies. The present study evaluates the convergent and discriminant validity of the three virtues identified by McGrath. Participants completed the VIA-IS, as well as measures of other behaviors and traits expected to be correlated with any one or more of the three factors. Confirmatory factor analysis statistics was were used to determine if a three-factor model fit the data, and a method developed by Westen and Rosenthal (2003) was used to evaluate convergent and discriminant validity.

SY1.3  A Typology of Character Strength Styles

D. Berger, Fairleigh Dickinson University, Teaneck, New Jersey, United States
R. McGrath, Fairleigh Dickinson University, Teaneck, New Jersey, United States

The scientific study of character strengths has become a popular research topic in psychology in recent years. The VIA Inventory of Strengths (VIA-IS; Peterson & Seligman, 2004) is currently the most widely administered
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measure of strengths. The VIA-IS is a 240-item instrument comprised of 10-item scales measuring 24 character strengths such as Kindness and Forgiveness. To date, much (though certainly not all) of the research conducted using the VIA-IS has studied character strengths as distinct constructs. The present study explores character from a more integrative perspective, by identifying types of individuals categorized according to patterns in their VIA-IS character scores. This goal will be pursued through the use of latent class analysis statistics, and a method developed by Nylund, Asparouhov, and Muthén (2007) to identify a latent categorical class variable measured by a number of observed response variables. The goals of this exploratory research are threefold: (1) to identify whether there is a convergence of character strengths in the data suggesting discrete types of individuals as characterized by those strengths, (2) to evaluate regional differences in the distribution of these types, and (3) to evaluate differences between the types on a variety of other measures.

SY2   The Importance of Good Positive Relationships for Creating Flow

L. Lassen, University of Oslo, Oslo, Norway

The presentations have a common theme of how good positive relationships influence flow and well-being within different areas. Nina Hanssen will present eight variables underlying "clicking" as a way of improving and expanding ones network and bringing out the best in oneself. Secondly, Professor Lassen will present a comparative analysis of six pupil-teacher relationships over five years with regard to promoting and hindering flow and learning of a pupil with a learning disability. The third presenter, Kari Uglem, will illustrate how a good coaching relationship can motivate and inspire athletic achievements in a relatively untrained person. Her process went from being “lazy couch potato” to a happy marathon runner.

SY2.1   Clicking – A Collective Magical Flow

N. Hanssen, Flowcom, Oslo, Norway

Obtaining states of flow can be seen as an appropriate tool for navigating modern complex life. Research, however, shows that social media makes people less social and that stress is often associated to interconnected factors. This presentation will exemplify the phenomena clicking which weaves together cutting-edge research in psychology and sociology to uncover the reasons we find ourselves “in the flow-zones” in some situations and with some people, but not with others. ‘Clicking’ can be defined as an immediate, deep and meaningful connection with another person or with the world around us. Some people are natural magnets for establishing contact with others.

This presentation explores how this is accomplished and what strategies ‘magnet clickers’ use. There appears to be five basic accelerators that make people better clickers (vulnerability, proximity, similarity, safety and resonance). Quick-set intimacy can bring out the best in us and spur us to perform at a higher level. Empathy and active listening are the two most important characteristics of magnetic people.

SY2.2   Importance of Good Pupil-Teacher Relationships in Maximizing Pupils’ Motivation to Learn and Thrive is Well Documented Internationally

L. Lassen, University of Oslo, Oslo, Norway

General categories underlying flourishing (PERMA) and flow are identified (Seligman, 2011; Csikszentmihalyi, 1991). However, research about intricate and dynamic processes promoting resilience and flow for pupils with special needs is minimal. This autoethnographic study may possibly enable the identification of core indicator promoting and hindering resilience and flow despite adversities of dyslexia. Analysis consisting of five years of own schooling and relationships with six teachers, illustrates variations of processes and their effects. Resulting show: 1. anxiety stricken, rigid and distant relationships with first and fourth grade teachers lead to avoidant behavior, cautiousness, psychosomatic reactions and dreading of school; 2. friendly, close, flexible relationships with a second set of first grade teachers, a special educator and especially a fifth grade teacher lead to personal empowerment including an appetite for learning and reading, tenacity, self-efficacy and academic success despite the adversity of dyslexia. Degree of enthusiasm, well-being, meaningfulness of school and accomplishment were highly related to the quality of relationships with the teachers. Research limitations include subjectivity and retrospective design, strengths highlight issues effecting flow longitudinally, and possibilities present within regular schools (Masten, 2014).
SY2.3 Coaching- From Zero to Hero
K. Uglem, How2, Oslo, Norway

This paper presents an individual coaching approach for promoting flow in running for a relatively untrained person. Both implementing psychological inspiration and motivation for action are necessary and intertwining elements.

The process illustrates gradual improvement of running skills and faith in one’s own ability and a movement from feeling as a zero to a hero. During this session, the presenter will illustrate through a case design how a good coaching relationship can motivate and inspire athletic achievements in a relatively untrained person. Three levels will be highlighted. “The Start, Jog Better and Run Best”. Throughout the process the importance of trust, personal contact, positive feedback, shared goals and continual motivation from a qualified and experienced coach were analyzed. These are all elements in order to stimulate a state of flow for the runner from being a “lazy couch potato” to a happy marathon runner.

SY3 Positive Negotiations: Theoretical Foundations and Empirical Explorations
F. Harinck, Leiden University, Department of Psychology, The Netherlands

In this symposium we focus on the positive side of negotiation and conflict management. Positive psychology and positive organizational scholarship (POS) is the scientific study of what enables individuals, organizations, and communities to thrive. The symposium will introduce a positive theoretical framework of negotiations, whether in the domain of deal-making or conflict, called Negotiating Genuinely. Positive psychology can play an important role in the field of conflict management and especially conflict resolution and reconciliation, and we will give a first impression of how a positive psychology approach can be applied in these contexts. Specifically, in this symposium we will present several ways in which people can use their personal strengths or use positive strategies to reconcile their differences to overcome conflict and co-create value. First, Kopelman will introduce a theoretical framework of a positive approach to negotiations. Second, Harinck will discuss the function of compliments in interpersonal cooperation and conflict resolution. Third, Shafa will discuss the function of compliments further in his presentation about the ego-buffering effects of compliments in honor cultures compared to dignity cultures. Finally, Harinck will present their collaborative work on compliments and apologies in work teams.

SY3.1 Negotiating Genuinely
S. Kopelman, University of Michigan, Ann Arbor, Michigan, United States

This framework builds on positive psychology and positive organizational scholarship (POS), conceptualizing negotiations beyond the traditional economic social-exchange model of decision-making. Building on a two-pronged theoretical lens—traditional social-exchange and a positive framework—enables us to examine both the role-based (e.g., buyer-to-seller, manager-to-employee, colleague-to-colleague, or marketer-to-customer exchange) strategic dimension of the negotiation process and outcomes, and the holistic, person-to-person connection. The positive approach 1) highlights both genuine and strategic elements of the negotiation process; 2) potentially leads to more sustainable instrumental outcomes – both task (e.g., financial) and relational (e.g., reputation); and 3) illuminates non-instrumental outcomes such as well-being ripple effects on the people negotiating, their professional and personal social networks, and the broader social and natural environment. It incorporates a strength-based approach, positive relationships, and unlocking of resources to enable people, organizations, and the community to thrive.

SY3.2
F. Harinck, Leiden University, Department of Psychology, The Netherlands

This research focuses on how compliments can foster cooperative behavior, or not. Harinck tested whether compliments lead to more cooperative behavior in an experimental field setting in which male and female participants made a Sudoku task and then received a compliment by the experimenter about their performance, or about their appearance or they received no compliment. Then they had an opportunity to help the experimenter by picking up pens that the experimenter ‘accidently’ dropped. The results showed that people liked the experimenter more when they received a compliment —about their performance or about their appearance—compared to no compliment. Self-esteem increased after a performance
compliment, but not after an appearance compliment. Interestingly, those who received a performance compliment were less likely to pick up pens compared to those who received no compliment or received an appearance compliment. This effect might be explained by the ‘negative state relief hypothesis’ (Cialdini et al, 1973). She will discuss under what circumstance compliments are likely to help or hinder subsequent cooperative behavior and its consequences for e.g. willingness to yield or compromise in conflict and negotiations.

SY3.3

S. Shafa, Leiden University, The Netherlands

Prior research has shown that people with high honor values tend to respond more forcefully to confrontations or insults than those less concerned with honor. Little is known, however, about how such escalations can be prevented and —equally important— when more positive or cooperative responses are evoked. We expected that a positive approach might evoke more obliging and cooperative responses among those concerned with honor. Where insults might threaten one’s sense of honor and arouse negative reciprocity norms, a compliment is more likely to affirm one’s sense of honor and arouse positive reciprocity norms. We examined our predictions in two studies comparing honor-culture to dignity-culture participants. In both studies, half of the participants received a compliment prior to playing a reaction time game against a confederate. Participants always won the reaction time game and therefore gained 5 euros of prize money. Our dependent measure was the amount of money the participants were prepared to share with the confederate voluntarily. Findings will be discussed in line with the existing theory on honor and theoretical and practical implications will be highlighted.

SY3.4

F. Harinck, Leiden University, Department of Psychology, The Netherlands
K. Jehn, Melbourne Business School, Australia

Where people work together, conflict is bound to arise. When left unresolved, conflict leads to problems varying from physical and mental health problems at the individual level to lower productivity and turnover at the organizational level. Therefore, it is important to study how to resolve conflict and how to restore a positive relationship between parties that experienced conflict. Solving the conflict itself is just one part of the puzzle. After the conflict is solved, reconciliation needs to take place; that is, the relationship between the parties needs to be restored. Complimenting or apologizing might help to reinstall a positive (working) relationship between two parties who formerly were in conflict. In the current research project, we focus on this reconciliation part and we study which factors help or hinder complimenting and apologizing. We investigated this issue in a pilot study on an international conference (N = 18) and a follow-up study on team functioning, complimenting and apologizing (N = 81). One of the interesting findings is that complimenting and apologizing seems to be hardest towards people that we really like or love (partners, children, parents) or those that we really dislike.

SY4 Positive Psychotherapy: Diverse Ways of Applying in Clinical Settings

T. Rashid, University of Toronto Scarborough, Toronto, Canada

The term Positive Psychotherapy (PPT) describes two distinct approaches: First, a humanistic psychodynamic psychotherapy perspective, postulated by Nossrat Peseschkian, in 1968 in Germany; and second more recent one, based on current movement of positive psychology, posited by Seligman, Rashid and colleagues. This symposium featuring four clinicians from four countries, present these two approaches, applied in diverse clinical settings. Drs. Peseschkian & Goncharov will discuss the Peseschkian approach featuring use of stories, proverbs and transcultural themes and actual capacities from a psychodynamic perspective. Drs. Tarragona & Rashid, will share and discuss ways to integrate strengths and weaknesses and how elements of well-being can be incorporated in life narratives of clients. Together, these four presentations will offer audiences diverse ways of working with clients in a variety of clinical settings under the larger rubric of positive psychotherapy and positive interventions.
SY4.1 Positive Psychotherapy: Humanistic Transcultural Psychodynamic Psychotherapy

H. Peseschkian, Wiesbaden Academy of Psychotherapy and Wiesbaden Psychotherapy Clinic, Germany

Positive psychotherapy (PPT) after Nossrat Peseschkian is a psychotherapy method which stresses the positive aspects of mental disorders and the resilience of patients and clients. This presentation will provide an overview of this humanistic psychodynamic method and its application in psychosomatics and psychotherapy over the past 40 years. At the beginning, a short introduction into the origin, history and current state of this method is given. This presentation will then focus on the clinical application of PPT by introducing some key techniques of this semi-structured method. With some case examples, the application of the positive interpretations of disorders, the use of stories, proverbs and transcultural comparisons, and an assessment of the personal energy are introduced. During this presentation, a five-stage strategy of the therapeutic process will be explained with cases of patients from different cultures. The presentation will conclude with an overview about the present state of the world-wide training and treatment activities of PPT in more than 30 countries, and the reception of this resource-oriented method which combines humanistic, psychodynamic and cognitive-behavioral elements, and has an average length of 25-30 sessions.

SY4.2 Application of Positive Psychotherapy in Clinical Settings

M. Goncharov, Center for Positive Psychotherapy, Russia

The humanistic psychodynamic method developed by Dr. Nossrat Peseschkin (Germany), which has been named Positive Psychotherapy (PPT) since 1977, is an effective method in the treatment of somatoform, anxiety and mood disorders. This semi-structured approach, which combines humanistic, psychodynamic and cognitive-behavioral elements, has an average length of 25-30 sessions.

The humanistic conception views symptoms and disorders as available (subconscious) ways to deal with existing conflicts and problems. The instrument of positive interpretations (Latin: *positum* - the factual, the given) helps to identify the function and meaning of symptoms as well as the client capacities to cope with these conflicts. With the help of an inventory of social and cultural virtues called “actual capabilities,” the contents of the conflicts are assessed and described from a psychodynamic perspective. The actual conflict (life-events) triggers the existing basic conflict which consists of the patient’s vulnerability revealed through the analysis of subconscious family concepts. The interaction of these two conflicts generates the unconscious conflict dynamics and results in an internal conflict (IC), which in turn leads to the formation of symptoms and disorders. The more behavioral approach of PPT is a 5-stage strategy of self-help and therapy, which enables the patient to approach his conflicts.

SY4.3 Positive Psychotherapy and Constructive Therapies

M. Tarragona, PositivaMente, Mexico

Dr. Tarragona will discuss a PPT approach that incorporates elements of collaborative, narrative, and solution-focused therapies, which are sometimes grouped as “constructive therapies” (Hoyt, 1998). This integration offers multiple ways in which various components of well-being can be explored and strengthened through inquiry about clients’ life stories. Instead of relying on psychopathological categories, this approach avoids a vocabulary of deficit and dysfunction and expands on clients’ strengths, skills and resources. It explores what works well in clients’ lives. PPT done through this approach explores clients’ values, hopes and dreams for the future and emphasizes clients’ self-agency. Language and the role of stories in people’s lives are central because the words clients and clinicians use don’t just describe experiences, but also shape or construct them, and life narratives not only reflect our lives, but they constitute how we perceive ourselves. This approach to PPT offer tools to explore the different areas of well-being (for example, the components of the PERMA model) to help clients “story” or narrate their life experiences in ways that are meaningful and connected to how they prefer to be, or their preferred identities.
SY4.4  Positive Psychotherapy: Integration of Strengths & Symptoms

T. Rashid, University of Toronto Scarborough, Toronto, Canada

Positive Psychotherapy (PPT) is a therapeutic approach broadly based on the principles of positive psychology. It builds systematically positive emotions, character strengths, meaning, positive relationships and intrinsically motivated accomplishments. This presentation will briefly highlight theoretical assumptions of PPT and evidence supporting these assumptions. The presentation will describe five specific strategies through which clinicians can integrate strengths with symptoms. Through clinical vignettes, the presentation will discuss key behavioural skills, which if practiced overtime, can help clients to deal with psychiatric distress effectively. The presentation will conclude with important caveats that are essential in clinical settings in order to integrate strengths with symptoms meaningfully.

SY5  To be “Extraordinary”: Exploring Exceptionally Positive Deviance in People and Organizations

K. Thiel, Weatherhead School of Management, Case Western Reserve University, Cleveland, Ohio, United States

This symposium will explore the research and conceptual terrain that defines exceptional positive deviance: what it means to be “extraordinary” and how it is achieved. Specifically, we will consider how to characterize extraordinary performances and behaviors, and what factors help account for them. A substantial diversity exists in the way “extraordinary” is understood and operationalized, from simply beyond excellent (doing what everyone else does, only better) to unexpected or unprecedented, disruptive positive change. We will offer different typologies and definitions of the extraordinary, exploring what it means as social scientists to study positive outliers. The panelists will discuss the characteristics of extraordinary performances, behaviors, people and organizations, as well as the implications for leadership and change. Perspectives will be brought in particular from the areas of positive deviance and virtues research stemming from positive organizational scholarship and positive psychology. As a contribution, this symposium aims to provide insight about our evolving understanding of the meaning of “positive” in the positive movements such as positive organizational scholarship, positive psychology, and positive change.
performance. More specifically, he will provide insights from his recent research on individual well-being and extraordinary organizational performance, including factors such as the presence of paradox, breaking cultures, learning from successes more than failures, and virtuousness.

**SY5.4**

**R. Quinn, Stephen M. Ross School of Business, University of Michigan, Ann Arbor, Michigan, United States**

Bob Quinn will focus on the development of extraordinary change agents and on the simultaneous emerging of internal and external goods. He proposes that as people pursue a developmental path they acquire the capacity to create positive organizations. Drawing from illustrations of college professors and public school teachers, he will invite the audience to identify how positive change agents learn to transcend convention and create extraordinary outcomes.

**SY6 Leading-edge Methods, Measures, and Findings in Positive Psychology Research**

**K. Adair, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina, United States**

Research in positive psychology is advancing at an unprecedented pace. As diverse audiences increasingly appreciate the value of this field, it is essential that researchers embrace rigorous methodologies in the interest of producing high-quality science. In that spirit, this symposium will feature diverse methods used in the Positive Emotions and Psychophysiology Lab at the University of North Carolina to investigate how and when positive emotions and social connection can foster well-being. Specifically, the studies included herein use oxytocin administration, longitudinal and randomized control trial designs, advanced statistical modeling, and psychophysiological as well as behavioral measures. We will describe how these methods are used in the service of best answering exciting questions in the field of positive psychology, such as: How do positive emotions during a health behavior help motivate us to do that behavior again? Does mindfulness training build our capacity for more positive and close social interactions? What are the psychological and physical outcomes of aiming to have more positive social interactions? Can we benefit from savoring without mindfulness? And how are oxytocin, social affiliation, and spirituality connected?

**SY6.1 Let’s Get Physical: Positive Automatic Thoughts Reflect Incentive Salience for Health Behaviors**

**E. Rice, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina, United States**

**B. Fredrickson, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina, United States**

Despite the abundance of research on unpleasant cognitions such as intrusive thoughts, no prior work has addressed the role of positive automatic thoughts in daily life. In the present study, we investigate how such thoughts are implicated in motivation; specifically, we predict that positive automatic thoughts about a target reflect heightened incentive salience, thereby mediating the relationship between “liking” and “wanting.” One hundred and eighty-five adults from the Chapel Hill community completed daily measures of physical activity including total instances of activity engagement (a behavioral index of wanting) and affect experienced during engagement (an index of liking) across two weeks. On one day, participants also reported on the valence and frequency of their typical automatic thoughts about physical activity. Consistent with our hypothesis, bootstrapping analysis revealed that the indirect effect of positivity during physical activity (liking) on instances of physical activity (wanting) via positivity of automatic thoughts was significant (unstandardized estimate = 0.020, SE = 0.009, 95% CI [0.005, 0.041]). More specifically, greater positivity during physical activity predicted more positive automatic thoughts about physical activity, and in turn, more positive automatic thoughts about physical activity predicted more frequent physical activity. Implications for motivational processes and behavior change will be discussed.

**SY6.2 Present with You: The Effects of Mindfulness Training on Positivity Resonance and Interpersonal Attention**

**K. Adair, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina, United States**

**B. Fredrickson, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina, United States**

The current study tested whether mindfulness training would increase two prosocial factors: enjoyable social attunement during interpersonal interactions (“positivity
resonance”) and attention paid to someone expressing good news. Using a randomized controlled trial design with an active control condition, 70 adult community members completed either a 6-week Mindfulness Meditation (MM) course or a 6-week active control course (“Health Promotion”; HP). Participants assigned to MM, compared to HP, exhibited greater gains in their reports of positivity resonance in daily life. We measured behavioral responses to hearing another’s good news through a semi-scripted interaction with the experimenter. Experimenters, blind to condition, mentioned to participants that they recently received good news, and subsequently rated participants’ behavior during that interaction. Participants assigned to MM were rated as paying more attention to the good news. These findings indicate that cultivating mindfulness can lead to greater social closeness and interpersonal attention.

**SY6.3 Cultivating Positivity Resonance In Social Interactions: The Effects of Positive Social Engagement on Health and Well-being**

B.C. Major, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina, United States

K. B. Lundberg, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina, United States

B. Fredrickson, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina, United States

Social closeness has long been known to promote mental and physical health. Yet, the mechanisms through which social closeness promote health are not clear. Recent theorizing suggests a particular combination of social closeness and positive emotions, called positivity resonance, may be especially powerful for promoting health.

In the present study, we predicted that individuals (N=83) who engaged in a 2-week social well-being intervention (i.e., to cultivate moments of positive connection with others) would experience improvements in health and well-being relative to individuals who engaged in a non-social well-being intervention (i.e., to cultivate moments of mindful thought). We predicted these improvements in health and well-being would be driven by increases in positivity resonance among individuals in the social well-being condition. Consistent with hypotheses, we found that through increases in positivity resonance, individuals in the social well-being condition reported significantly higher levels of flourishing, lower levels of loneliness and marginally greater cardiac vagal tone (a psychophysiological index of autonomic flexibility linked to social and psychological well-being) relative to individuals in the non-social well-being condition. These findings suggest that shared positivity in social interactions may be an important mechanism through which social closeness promotes health and well-being.

**SY6.4 Is Savoring the Moment Enough? Benefits of Savoring the Moment May Depend on a Mindful Disposition**

L. Kiken, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina, United States

B. Fredrickson, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina, United States

Savoring the moment entails taking pleasure in positive events as they occur. A tendency to savor the moment may promote positive emotions in daily life and, in turn, improve psychological health. Theoretically, however, these benefits of savoring the moment may depend on a mindful disposition. We investigated this proposition in a nine-week longitudinal field study (N=70) that included baseline dispositional measures of savoring the moment and mindfulness. Benefits assessed included daily positive emotions over nine weeks and residualized change over time in related indicators of psychological health, including depressive symptoms, psychological well-being, and life satisfaction. Results revealed that, as predicted, baseline dispositional mindfulness and savoring the moment interacted to predict future positive emotions. Specifically, the strength of the relation between the tendency to savor the moment and daily positive emotions was greater for individuals with higher levels of mindfulness, and fell to non-significance for those with low levels of mindfulness. Further, whether savoring the moment indirectly predicted subsequent improvements in psychological health, through positive emotions, similarly depended on dispositional mindfulness. Additional analyses suggested that dispositional mindfulness may help individuals notice more pleasant opportunities to savor. Altogether, these results highlight that benefits of savoring the moment only emerge among sufficiently mindful individuals.
SY6.5 Transcending the Self: The Relation Between Spirituality, Social Affiliation, and Oxytocin

P. Van Cappellen, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina, United States
B. Fredrickson, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina, United States

Spirituality’s definition often includes aspects of self-transcendence and sense of connectedness with others. In a series of studies, we investigated whether spiritual beliefs are related to a basic motive for social affiliation. More specifically, we tested whether spontaneous behaviors of social affiliation and oxytocin, a biological marker of social affiliation, are related to spiritual beliefs. In two studies (conducted in Belgium, Study 1 and in the US, Study 2), we found that the closer participants sat to an occupied chair (behavioral measure of social affiliation motive) the higher in spirituality and religiosity they were. These results suggest that spirituality and religion are related to social bonding in a neutral, not religious, setting. In a third, experimental study, we compared the effect of oxytocin to a placebo and found that oxytocin administered through a nasal spray increased participants’ self-report of spirituality 30 minutes after the administration and a week later. Therefore, spirituality does not only create a sense of connection with others as established by previous research but is also bolstered by a deeply social hormone, oxytocin. Future perspectives will be discussed such as the potential risks of social affiliation.

SY7 At My Best: A New Take on 360-degree Feedback

M. Deeks, Work Positive, UK

An important tool for management development, 360-degree (multi-rater) feedback can provide individuals with valuable insights into how they and their performance is perceived by others. But 360 questionnaires are often monotonous and time consuming to complete, and typically lead to long, data-driven reports. Key messages about the individual’s performance are frequently lost (McDowall and Kurz, 2008) and our experience is that individuals spend a disproportionate amount of time analysing minor differences in ratings and focus almost exclusively on negative feedback.

We have a very different approach. Building on positive psychology principles, we will be presenting a new, more meaningful and authentic way of gathering 360 data. We have developed a methodology that engages all participants in a different way and takes a wholly strengths-based approach. The end result is a stark contrast to the usual data-heavy reports. Our outputs are designed to focus specifically on helping individuals to recognize their strengths and identify how they can build on them and their successes.

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SY7.2 How to Put Your People’s Strengths to Work

M. McQuaid, Melbourne, Australia

Studies suggest when people have the chance to develop their strengths regularly at work, it improves their individual well-being, their workplace performance, and organizational outcomes. As a result more workplaces are using assessment tools like Gallup’s StrengthsFinder, the VIA Survey and Realise2 to help employees discover their strengths. Once complete however, many companies struggle to embed the development of strengths into their people management processes.

Having helped thousands of employees take their strength results and find tested, practical ways to use them every day at work discover how you can:

• Make strengths survey results meaningful so employees understand how to develop strengths like “woo”, “love” or “resolver” in ways that will be valued in their job and in their organization.
SY7.3 Character Strengths Matter: How to Live a Full Life

K. Britton, Theano Coaching, Chapel Hill, NC, United States

S. Polly, Positive Business DC, Washington, DC, United States

Character Strengths Matter: How to Live a Full Life is a new book edited by Kathryn Britton and Shannon Polly. It is the third in the Positive Psychology News Series (following Resilience: How to Navigate Life’s Curves and Gratitude: How to Appreciate Life’s Gifts). In this book, editors Britton and Polly change the format to not only include articles from Positive Psychology News Daily that describe each strength, but they add ways to build the strength including monologs from classic plays and famous speeches that help the reader to embody the strength. In this presentation they will discuss Stanislavsky’s acting theory that when we act ‘as if’ we can take on new characteristics that might have lain dormant in our personality. It is a tool that has helped actors take on new characters for centuries.

SY8 Second Wave Positive Psychology: Embracing the Dark Side of Life

I. Ivtzan, University of East London, London, United Kingdom

What is the first image that comes to our mind when positive psychology (PP) is mentioned? For most of us, it is the smiley emoticon. This symbol of happiness, optimism and joy reflects the way PP is commonly conceived and portrayed, both within the PP discipline and in society at large. In fact, PP is often equated with theory and research on the positive aspects of life. As such, whatever is labelled as ‘negative’ is frequently rejected and considered to be outside the sphere of PP. But this could not be further from the truth. PP actually investigates and researches some of the most difficult and painful human experiences. This symposium explores a variety of topics that are considered part of the ‘dark’ side of life, and emphasises the role they play in the positive aspect of our functioning. The ‘dark side’ refers to challenging experiences, thoughts, emotions, and behaviours, which trigger discomfort in us. Such discomfort is frequently avoided as it carries an engagement with fear, pain, distress, or confusion. However, engaging with the challenge and discomfort has a great potential for growth, healing, insight, and transformation. While discussing this, cutting edge theories, research, and practices are also introduced.

SY8.1

I. Ivtzan, University of East London, London, United Kingdom

As part of this session the topic of spirituality will be translated in the context of the ‘Dark Side’ and re-integrated within positive psychology (PP). The potential challenges and difficulties of our journey towards deeper spirituality would be considered, while contemplating the potential growth and benefits rising from the engagement with such challenges. Research and theory relating to spirituality will be presented while examining potential applications of such findings. This session describes the current state of affairs in the field of PP, with a view to dispel the myth of its ‘positivity.’ People believe that PP deals only with the positive because they confuse experiences with outcomes. Indeed, the outcomes of PP theory and research are always positive in some way; and yet the paths, the journey, what we experience on the way to these outcomes may be painful and challenging. PP must recognise and acknowledge this journey, and this is what this session aims to do.

SY8.2

T. Lomas, University of East London, London, United Kingdom

Positive psychology has tended to be defined in terms of a concern with ‘positive’ psychological qualities and states. However, critics of the field have highlighted various problems inherent in classifying phenomena as either ‘positive’ or ‘negative.’ For instance, ostensibly positive qualities (e.g., optimism) can sometimes be detrimental to well-being, whereas apparently negative processes (like anxiety) may
at times be conducive to it. As such, over recent years, a more nuanced ‘second wave’ of positive psychology has been germinating, which explores the philosophical and conceptual complexities of the very idea of the ‘positive.’ This symposium addresses this emergent second wave, examining the ways in which the field is developing a more subtle understanding of the ‘dialectical’ nature of flourishing (i.e., involving a complex and dynamic interplay of positive and negative experiences). Moreover, the presentation introduces a model of aesthetics, based on Zen Buddhism, which might facilitate an enhanced appreciation of these dialectics, and thus which may offer a philosophical and aesthetic foundation for the evolving field.

**SY8.3 Character Strengths: Explaining, Facing, and Managing Our Dark Side**  
*R. Niemiec, Education Director of the VIA Institute*

The science of character strengths has exploded in the last decade and a half with not only research on identifying and measuring strengths of character and exploring correlates and consequences, but also interventions to build character strengths. An examination of the link between character strengths and suffering has also revealed interesting studies. While the scientific investigation of the dark side of character strengths is young, it is not without practical models and important findings to build from.

For several years, the presenter has educated thousands of practitioners and researchers about a practical model for understanding and deploying character strengths. This model has been used to explain how strengths can contribute to problems and conflicts and provides insights into resolution. It will be distinguished from character strengths “misuse.” The presenter will offer a variety of examples and interventions for using character strengths to confront and manage problems and conflicts, such as positive reappraisal with strengths, retrospective problem review, and the fresh look meditation. Participants are left to grapple with the question: How can we truly face our problems, stressors, and “shadow” aspects of ourselves without using our character strengths?

**SY8.4 A Meaning-Centered Approach to the Dark Side of Human Existence**  
*P. Wong, Professor Emeritus of Trent University, Peterborough, Ontario, Canada*

The first wave of positive psychology says that life is good. Therefore, it focuses on neutral and positive territories of life. In contrast, Positive Psychology 2.0 (Wong, 2011) says that life is good in spite of the inevitable badness. Therefore, it focuses on the negative territories of life, in order to discover the bright side of the dark side of human experiences. From the perspective of existential positive psychology (Wong, 2009), fulfillment and flourishing are possible only when human beings have the courage to embrace the dark side of human existence, such as suffering, disease, aging, and death, and find ways to transcend these existential givens. Wong’s research on tragic optimism (Wong, 2009), successful aging (Wong, 2000), and positive death (Wong & Tomer, 2011; Wong, in press) illustrate the important roles of meaning, acceptance, and spirituality in self-transcendence and personal transformation in negative life experiences. My presentation consists of a summary of meaning-centered research and therapy in overcoming the negative side of the human condition that affects all people in all cultures.

**SY9 Genetics of Psychological Well-being**  
*M. Pluess, Queen Mary University of London, London, United Kingdom*

The science of psychological well-being has gained a lot of interest in the last decade. While it has been shown that psychological well-being is partly heritable, research focused on the investigation of specific genetic factors related to well-being emerged only in the last few years. This relatively new research explores not only heritability based on traditional twin study designs, but includes studies applying some of the most recent molecular genetic techniques and methods. This symposium includes five presentations with the most recent findings on heritability and molecular genetics in positive psychology. The first presentation reports findings of a new meta-analysis on the heritability of subjective well-being based on 15 studies. The second presentation focuses on results of a new method that allows for the estimation of heritability in unrelated individuals based on genome-wide molecular genetic data. The third presentation reports new findings.
SY9.1  
**R. Bang Nes, Norwegian Institute of Public Health, Norway**

Why do people differ in their happiness and well-being? Over the last decade, behavior geneticists have tried to resolve whether variation in happiness is a family matter, or a matter of circumstances. By means of quantitative genetic research – usually classical twin studies – the variation in happiness measured as subjective well-being (SWB) or life satisfaction has been decomposed into genetic (i.e., heritability), shared, and non-shared environmental sources. This presentation firstly reviews quantitative genetic findings on SWB and life satisfaction and presents the results of a meta-analysis based on 15 different samples from 13 independent studies including more than 30,000 twins (aged 12-88) from seven different countries. The weighted average heritability of SWB was estimated to 0.40 (CI: .37-.42). The heritability estimates deviated significantly across studies, indicating variability in heritability across populations and/or constructs, with 70% of the variability seemingly resulting from heterogeneity. The results underscore that heritability is a relative estimate and that the heritable influences on SWB differ significantly across populations and/or measures.

SY9.2  
**M. Bartels, VU University Amsterdam, Amsterdam, The Netherlands**

A recent meta-analysis (Bartels, 2015) has revealed that the weighted average heritability of well-being, based on a sample size of 55,974 individuals, was 36% (95% CI: 34-38). So far, there have been only a few attempts to find genetic polymorphisms associated with well-being showing mixed results. The only genome-wide linkage study found two suggestive linkage peaks on chromosome 1 and 19 associated with happiness (Bartels et al., 2010). In addition, one study reported an association of life satisfaction and the more efficient VNTR polymorphism on the serotonin transporter gene (5-HTTLPR), but replication failed (De Neve, 2011; De Neve et al., 2012). A second candidate gene study found a significant association between happiness and the less efficient VNTR polymorphism on the monoamine oxidase-A (MAOA) gene in women, but not in men (Chen et al., 2013). Groundbreaking has been the recent evidence for molecular genetic influences in well-being. Using whole-genomic data, it was estimated that the fraction of variance explained by all single-nucleotide polymorphisms (SNPs) in subjective well-being (SWB) was 12-18% after correction for measurement error (Rietveld et al., 2013). A large (~150 k) genome wide association meta-analysis on SWB will appear in the beginning of 2015.

SY9.3  
**Loving-kindness Meditation Reduces Adversity-related Patterns of Gene Expression: Results from a Randomized Controlled Trial**

**B. Fredrickson, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina, United States**

Positive psychosocial states forecast longevity and resistance to both infectious and chronic illnesses. The biological mechanisms that account for these benefits remain poorly understood. Research in social genomics has found negative psychological states to be linked to a specific pattern of gene expression within circulating immune cells, termed the conserved transcriptional response to adversity, or CTRA. Our team has recently published evidence to show that eudaimonic well-being, including social closeness and social contribution, predicts reduced CTRA gene expression. The current study expands on this initial evidence by testing whether a causal relationship exists between learning to foster positive psychosocial states and reduced CTRA gene expression. We recruited 120 midlife adults to participate in a randomized controlled trial that compared the effects of loving-kindness meditation (LKM), which provides training in self-generating positive psychosocial states, to mindfulness meditation (MM), which although associated with many benefits, does not specifically cultivate positive psychosocial states. Results revealed that LKM significantly reduced CTRA gene expression whereas MM did not. Discussion centers on the significance of and caveats concerning these findings.
SY9.4  Vantage Sensitivity: Genetic Sensitivity to Effects of Positive Experiences

*M. Pluess, Queen Mary University of London, London, United Kingdom*

A large number of so called gene-environment interaction studies suggest that some people are more vulnerable to adverse experiences than others due to genetic factors. Much less effort has been directed towards illuminating genetic factors associated with variability in response to exclusively positive environmental influences. The recently proposed concept of Vantage Sensitivity (Pluess & Belsky, 2013), derived from the empirically well-supported and evolutionary-inspired theory of Differential Susceptibility (Belsky & Pluess, 2009), provides a new theoretical framework for the expectation of variability in response to positive experiences as a function of genetic factors. After introducing the basic properties of Vantage Sensitivity and the corresponding terminology, selected empirical evidence for Vantage Sensitivity featuring different genetic factors as moderators of a wide range of positive experiences ranging from parental sensitivity to psychological intervention is presented. Finally, important conceptual differences between Vantage Sensitivity and theoretically related concepts of Resilience and Differential Susceptibility are highlighted before considering practical implications.

SY9.5  Learning to Love: Genetic Variation in the Oxytocin System Moderates the Positive Effects of Loving-kindness Training

*S. Isgett, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina, United States*

Daily experiences of positive emotions are integral to aspects of health and well-being. The oxytocin system, which is implicated in social cognition and behavior, is one potential biological pathway that influences an individual's capacity to extract positive emotions in social contexts. Because variation in certain genes may be indicative of underlying neurobiological differences, we tested whether several SNPs in two genes related to oxytocin reception (OXTR) and secretion (CD38) moderated positive emotion growth during a socially-focused intervention. For six weeks, a sample of mid-life adults (N=124) participated in either socially-focused, loving-kindness training or mindfulness training, and their daily positive emotions were measured. DNA from blood samples was extracted to assess five SNPs within OXTR and CD38. A polygenic score for each individual was calculated by summing the number of alleles previously associated with deficits in social processing. While low-scoring individuals experienced gains in daily positive emotions from loving-kindness training (but not mindfulness training), high-scoring individuals did not show significant boosts in positive emotions with either form of training. These findings are some of the first to shed light on how genetic differences in oxytocin processing may influence an individual's capacity to experience positive emotions in response to socially-focused training.

SY10  Science of Positive Psychology

*S. Donaldson, Claremont Graduate University, Claremont, California, United States*

Since the call by Seligman and Csikszentmihalyi (2000) for a new science of optimal human functioning, there has been an explosion of activity in the field of positive psychology. Recent systematic reviews of the scientific literature have demonstrated that over 18,000 PsycINFO® documents are linked to positive psychology (Rusk & Waters, 2013), and that it is a vibrant sub-area within the discipline of psychology, committed to using rigorous scientific methods (Donaldson, Dollwet, & Rao, 2015). This symposium will summarize some of the theoretical and methodological advances, current applications, and the future of this growing area.

Meghana Rao will open the session discussing a large database of publications linked to positive psychology and share the major methodological advances and challenges in the research. Next, Kathryn Doiron will analyze the conceptual models that have emerged from the movement. Courtney Ackerman will discuss changes in measurement since the field's inception. Heejin Kim will present on the current status of the research conducted internationally. Finally, Stewart Donaldson will discuss the application and evaluation of positive interventions, controversies, scientific issues, and future directions for positive psychology. Carmelo Vazquez, the current President of the International Positive Psychology Association, will serve as discussant for the panel.
SY10.1 Overview of and Methods in Positive Psychology

M. Rao, Claremont Graduate University, Claremont, California, United States

In the 16 years since Seligman designated positive psychology as the theme for his presidency of the American Psychological Association, the field has experienced tremendous growth. A search of the extant literature in PsycINFO, PsycARTICLES, ERIC, Academic Search Premier, and Business Source Premier conducted to locate the literature produced since the inception of the field until 2014 revealed more than 1600 English-language, peer-reviewed articles. Within this database, the articles were coded and analyzed for key topics, theoretical frameworks, empirical methods, trends and key findings.

From the database of over 1600 articles, the published empirical articles explicitly associated with the field of positive psychology were coded for its key features. Meg Rao will share the strengths and challenges of the literature, and trends in the field. While the field is developing across a range of areas and topics, and taking root across a variety of cultures and contexts, much of the published empirical research is dominated by correlational and cross-sectional designs, quantitative and survey methods. Possible future directions for the field are discussed in light of these findings.

SY10.2 Conceptual Models and Theoretical Advancements

K. Doiron, Claremont Graduate University, Claremont, California, United States

Drawing from the Positive Psychology Database, this presentation will share the main theories and conceptual models that have emerged from positive psychology research. In order to investigate the scientific advancements and theoretical contributions, a comprehensive systematic review of the emergent concepts and theoretical models in positive psychology was conducted. Articles were coded for new theoretical model creation, extensions of established models, and empirical model testing.

Further, Kathryn Doiron will discuss strengths and weaknesses of key models such as the influential PERMA model of well-being, the Broaden-and-Build theory of positive emotions, and the model of Positive Psychological Capital. The presentation will also show how previously existing positive theories and models, such as Flow Theory, Hope Theory, Positive Youth Development, and Self-Determination Theory have been expanded upon by positive psychology research and incorporated into emerging positive psychology constructs. Finally, the presentation will look at emerging conceptual models in positive psychology, which include models for more established topic areas such as well-being, resilience, and positive relationships, as well as growing positive constructs like courage, forgiveness, grit, and passion.

SY10.3 Measurements in Positive Psychology

C. Ackerman, Claremont Graduate University, Claremont, California, United States

Even though positive psychology is a young field, the creation and adaptation of positive scales has boomed over the last decade. This presentation will explore the landscape of measures created, adapted, and used in the field of positive psychology since its inception in 1998. The most frequently used measures and topics will be highlighted, as well as the trends in measure creation and adaptation.

In this presentation, Courtney Ackerman will cover findings from an examination of positive psychological measures published in the last 17 years. Using a database of over 1600 articles with connections to positive psychology, the measures used in empirical articles were cataloged and coded for developer(s), date of creation or adaptation, number of times cited, whether the measure has been validated, the construct of interest, intended audience, and connection to positive psychology. Over 300 measures for assessing positive psychological constructs have been identified. This analysis holds promise for determining the most popular topics in positive psychology, the most widely used measures, and the constructs that have been neglected when it comes to scale development and validation. Positive psychology may be a young field, but it has already accumulated a large store of scales, indices, and inventories.

SY10.4 Positive Psychology Across the World

H. Kim, Claremont Graduate University, Claremont, California, United States

Since the formalization of the field of positive psychology, there has been tremendous growth in the research
conducted internationally. Within the database project, the articles were coded and analyzed to assess the regional research contributions across the world that are explicitly linked to positive psychology. Accordingly, articles were analyzed for author locations, sample locations, key topics, empirical methods, and key findings. Analysis revealed over 700 peer-reviewed, English-language articles conducted in over 60 countries across 6 continents. Over 40% of the articles in the database had at least one sample location outside of the United States.

The presentation will discuss publication trends by country and continent, regional comparison of research designs, data collection methods, and analyses. Further, trends in research approaches, popular topics, and key findings emerging from various regions will be discussed. Moreover, findings from cross-national and cross-cultural research will be shared. Finally, implications for the growth of positive psychological research in international environment will be discussed.

**SY10.5 Controversies and Interventions in Positive Psychology**  
*S. Donaldson, Claremont Graduate University, Claremont, California, United States*

In this presentation, controversies and criticisms around a wide range of issues will be discussed in order to assess their validity and dispel common myths about positive psychology. Based on the findings from this database study, Stewart Donaldson will identify key scientific issues, themes and trends to discuss the progress made so far, and emphasize the need for rigorous methodology in positive psychology as we pave the way forward.

A second purpose of this presentation is to illuminate the latest findings of the emerging scientific literature on interventions to enhance optimal human and organizational functioning. Recent reviews of positive psychology indicate that 21% of the empirical research focuses on positive interventions (Donaldson, Dollwet, & Rao, 2014). A summary of the specific effects of individual level interventions on well-being, hope, resilience, engagement, and personal growth will be presented. In addition, the latest research on interventions to promote optimal organizational functioning such as positive leadership, positive relationships at work, and positive organizational development will be summarized and the implications for improving practices and policies will be discussed. Finally, the need for assessment and evaluation of positive psychology interventions will be addressed. This presentation will culminate with a discussion on how the trends and advancements discussed throughout this symposium may guide the future of positive psychology.

**SY11 When Happiness Has a Bad Day**  
*L. Alloro, Center for the Advancement of Wellbeing, George Mason University, Philadelphia, Pennsylvania, United States*

It is known that people have bad days, weeks, months and even years, but what happens when those people are the facilitators of positive psychology, the change-agents spreading the work of well-being in the world? Does this add to or detract from our ability? Our efficacy? This session will explore the research science on our dark times and the practical experience we have as researchers and practitioners who dip and rise in the social-emotional roller coaster of life and the impact on our work.

We will examine how experts view the value of dark personal times, and look at the ways in which these days, weeks and more create a valuable perspective from which we can craft a more well-rounded and realistic view of happiness – both in our own lives and in the lives of those with whom we are sharing the message of well-being.
change-agents, in our SOMO Leadership Lab work aimed at reorganizing, aligning, and integrating disperse initiatives to help promote and protect positive mental health globally.

**SY11.2**

*P. Felps, Live Happy Magazine*

As the positive psychology movement continues gaining momentum and integrating into the mainstream mindset, many feel that there is a growing pressure to strive for happiness. For professionals working in the positive psychology space, that expectation is even more pronounced, as the expectation is that, having studied the secrets to happiness and well-being, they have the inside track on perpetual, sustained happiness. However, given the human element that each of us brings to this equation, positive psychology professionals are just as susceptible to the ups and downs of life. But what is it that they do differently to weather these inevitable disruptions and disturbances in life? Looking at recent research from Dr. Kate Hefferon of the University of East London, Jamie Gruman of the University of Guelph and Todd Kashdan of George Mason University, we’ll examine the reality of how going through dark times and experiencing negative life events can actually provide greater meaning and enhance well-being. We’ll then use that as a springboard to present how dark days can provide the foundation for a better future, both as an individual and as a practitioner in the PP space.

**SY11.3**

*L. Hone, Human Potential Centre at Auckland University of Technology, Auckland, New Zealand*

From her experience of living through the 2011 Canterbury earthquakes and the loss of her 12-year-old daughter, Abi, in a tragic car accident last June, Lucy Hone has first-hand experience of applying positive psychology to traumatic contexts. In the days after Abi’s death, Lucy’s blog exploring her grief and encouraging people to make the most of their “One Wild and Precious Life” attracted a wide international following and a book deal on proactive grieving with Allen & Unwin Australia. Lucy says her training in positive psychology and resilience (a MAPP at UPenn and doctoral studies through the AUT’s Human Potential Centre) has undoubtedly aided her recovery. “Aware of the statistics (we were prime candidates for divorce, family estrangement and mental illness) and faced with a new goal of ‘mainly functioning’ I became determined to actively employ every psychological tool available to help steer us through the turmoil. Last year saw some of the darkest moments and days of our lives, but also displays of compassion, empathy and love that we will never forget.” Lucy will share her progress on this journey and discuss the reality of her efforts to precipitate and reduce the grieving process.

**SY11.4**

*R. Niemiec, VIA Institute on Character*

It is said that strong character emerges from and is shaped by challenges, turmoil, and suffering. Ryan will offer personal and case examples of the contribution of character strengths to resilience. Exploring the latest in character strengths research and practice, he will share his observations of how character strengths have served to inform, influence, and deepen perspective during times of difficulty. Contributing factors include the role of signature strengths, strengths overuse/imbalance, use of specific strengths (e.g., bravery, perseverance, and hope), strengths-spotting, positive reappraisal, mindfulness, lower strengths, strengths constellations, and strengths appreciation – which are all important when dealing with problems, conflicts, and stressors – and will be examined. Participants will understand the connection between character strengths and resilience and learn about new research studies, practical applications, and useful concepts for thinking about their own life challenges as well as the struggles of their clients.

**SY12 Positive Clinical Psychology: Underpinning, Intervention and Process**

*E. Bohlmeijer, Twente University, Enschede, The Netherlands*

Positive clinical psychology is the application of positive psychology research to the domain of clinical psychology and psychiatry. It aims for a balanced mental health care in which reduction of distress is complemented with promotion of mental health. It is further focused on understanding how distress (negative functioning) and mental health (positive functioning or well-being) are interrelated. Positive clinical psychology is a relatively new, but rapidly growing research field. Applying positive psychology will potentially lead to improved prediction of disorder, better long-term outcomes of treatment, increased resilience of clients. This
symposium presents research underpinning the need for positive clinical psychology, innovative interventions and predictors of effects of positive clinical interventions.

**SY12.1**

*S. Lamers, University of Twente, Enschede, The Netherlands*

Background: There is accumulating evidence that positive mental health and psychopathology should be seen as separate indicators of mental health. This study contributes to this evidence by investigating the bidirectional relation between positive mental health and psychopathological symptoms over time.

Methods: Positive mental health (MHC-SF) and psychopathological symptoms (BSI) were longitudinally measured in a representative adult sample (N=1,932) on four measurement occasions in nine months. A cross-lagged panel design was applied and evaluated with a latent growth model combined with an item response theory measurement model.

Results: Psychopathological symptoms were longitudinally related to positive mental health and vice versa, controlling for initial levels. The changes over time were even more important than the absolute levels of psychopathological symptoms and positive mental health, respectively.

Conclusions: The results underline the need for a comprehensive perspective on mental health, incorporating both the treatment of symptoms and the enhancement of well-being.

**SY12.2**

*C. Vazquez, Complutense University, Madrid, Spain*

Introduction: Recent meta-analyses have shown that Positive Psychology Interventions (PPI) significantly enhance well-being and decrease depressive symptoms (Bolier et al., 2013; Sin & Lyubomirsky, 2009). Yet, the efficacy and feasibility of these interventions have not been systemati-cally compared to available empirically-based treatments.

Methods: Adult women (N=96) with a DSM-IV-TR diagnosis of major depression or dysthymia (SCID-I) were assigned to one of two modalities of group treatment: PPI or Cognitive-Behavioral Therapy (CBT). In addition to a number of standard clinical outcomes and well-being measures, patients were asked about several feasibility and utility dimensions of the interventions.

Results: Both the PPI and CBT programs were equally effective in reducing depressive symptoms and increasing well-being. Similarly, the feasibility and utility of both treatments were rated very high in both modalities. Finally, predictors of change and characteristics of treatment responders were analyzed.

Conclusion: Given the growing popularity of PPI, it is important to address their acceptability in order to tailor treatments to clients’ needs and expectations. Our results showed that PPI are not only effective tools to improve clinical depression, but they are perceived as equally satisfactory as a well-validated treatment (i.e., CBT).

**SY12.3**

*P. Meulenbeek, Twente University, Enschede, The Netherlands*

Relapse after treatment of mental disorders is a major problem. Enhancing psychological well-being and resilience may reduce the risk of relapse in patients with mental disorders. Well-being therapy tries to address these factors. The original model of well-being therapy was developed by the Italian psychiatrist Giovanni Fava. It is based on a conceptual model of six dimensions of psychological well-being: environmental mastery, personal growth, purpose in life, autonomy, self-acceptance, positive relations with others (Ryff, 1989). The results of the research on the effectiveness of the therapy are promising, at least in Italy. At the University of Twente we developed a protocol of the therapy based on the original model and made it suitable for patients in community mental health centres. It is our aim to conduct efficacy studies at a larger scale and to implement well-being therapy in the Dutch mental health care. The adapted protocol will be presented as well as a case study based on the application of the protocol with a client who suffered from a major depressive disorder.

**SY12.4**

*E. Bohlmeijer, Twente University, Enschede, The Netherlands*

Introduction: Self-help interventions may play an important role in public mental health strategies to improve well-being and flourishing in both the general and specific clinical
populations. However, more knowledge is needed about moderators of the efficacy of self-help positive psychology interventions. People with higher levels of psychological well-being are more resilient and may benefit to a larger extent from self-help interventions. This hypothesis was tested in the context of a randomized controlled trial on the efficacy of a self-help web based intervention based on acceptance and commitment therapy (ACT) for people with chronic pain.

Method: Data from 238 heterogeneously diagnosed pain sufferers following either web-based ACT (n=82), or one of two control conditions, web-based expressive writing (EW, n=79) and waiting list (WL, n=77) were analyzed.

Results: The only significant moderator of change in interference of pain in daily life, the primary outcome, was baseline psychological well-being.

Discussion: The results of this study suggest that self-help ACT may especially be allocated to pain sufferers with moderate or higher levels of psychological well-being and that psychological well-being is not only an important outcome but an important indicator for positive psychology interventions as well.

SY13 Positive Education 3.0 – Positive Students, Positive Schools and Positive Systems

L. Waters, University of Melbourne, Melbourne, Victoria, Australia

The initial conceptualization of Positive Education by Professor Seligman and his colleagues in 2009 was presented as a student-focused approach to education that fosters traditional academic skills and skills for happiness. Yet, for Positive Education to have a sustained preventative impact it is not enough to simply change the mindset and practices of the students themselves; the broader educational environment requires change. The Centre for Positive Psychology at the University of Melbourne has recently developed the +S3 model which extends positive education to three levels of analysis: students, schools and systems. This symposium will showcase the new research programs emanating from the Centre of Positive Psychology using ecologically valid data collection methods such as experience sampling methodology (ESM), biodata, app-based data collection, implicit attitude projective tests and large system modelling. The symposium will present research findings from our latest studies with school students, university students and school staff. The systems approach to positive education will also be introduced. Positive Education 3.0 is an attempt to move the field forward by using multi-level research approaches with rigorous, innovative methods designed to create positive change for all stakeholders in education.

SY13.1 Tracking Real-World Learning: A Mobile Experience Sampling Approach

T. Chyuan Chen, University of Melbourne, Melbourne, Victoria, Australia

N. Rickard, Swinburn University, Hawthorn, Victoria, Australia

D. Vella-Brodrick, University of Melbourne, Melbourne, Victoria, Australia

School-based well-being programs aim to equip young people with real-world knowledge and skills to cope with challenges in everyday life. Apart from survey measurements of well-being outcomes, evaluations of school-based well-being programs would benefit from highly engaging research methods which track actual usage of program knowledge in real time. Experience sampling methodology (ESM) is particularly useful in the evaluation of program efficacy as it has the capacity to track real-world application of program knowledge in program participants, across multiple time-points. This paper will discuss the use of the mobile-ESM approach to evaluate two longitudinal evaluation studies in Australia. The first is an evaluation of a youth-led well-being program where ESM data were collected for a week across three time-points, over a period of three to six months, from 69 program and control participants aged 14 to 16 years. The second study is an ongoing evaluation of a school-based positive education program where data were collected for a week across four time-points, over the course of the year-long program, from 50 program participants aged 15 to 16 years. The large volume of data collected using this approach provided a novel insight for understanding the contextual factors that may influence real-world application of program knowledge, and can therefore be used to explain variation in program outcomes.
SY13.2 Nurturing and Motivating University Students towards a Fulfilling Career through Strengths-Based Coaching

D. Vella-Brodrick, University of Melbourne, Melbourne, Victoria, Australia
G. Slemp, University of Melbourne, Melbourne, Victoria, Australia
L. Waters, University of Melbourne, Melbourne, Victoria, Australia

The application of positive psychology within schools has tended to focus on students between 5-18 years of age (K-12). There is notably less attention placed on disseminating positive psychology among university students. This is unfortunate given the importance of this life stage in making major decisions for the future, particularly in relation to career. This presentation will describe how a learning initiative as part of the Master of Applied Positive Psychology (MAPP) program in Melbourne, Australia has connected postgraduate and undergraduate students to consider ways to optimise their university experience and discuss and refine career aspirations using a strengths-based coaching framework. MAPP students (n= 43) were paired with undergraduate students from the Positive Leadership and Careers subject (n=36) whom they coached for 3 sessions. Both sets of students were asked to reflect on their experiences via written assignments and to also complete a range of well-being, leadership, and career-related surveys. The outcome from these assessments and feedback from students throughout the coaching process will be reported both from the coach and coachee’s perspectives. The educational implications relating to the activity design, learning opportunities and ethical considerations will also be discussed to aide future implementation initiatives.

SY13.3 The Influence of Positive Psychology Interventions on Employee Attitudes, Perceptions of Culture, and Happiness at Work

P. Williams, University of Melbourne, Melbourne, Victoria, Australia
L. Waters, University of Melbourne, Melbourne, Victoria, Australia

Organization culture is recognized as a critical factor for improving and sustaining employee organizational performance and emotional well-being. As such, it is an important outcome that organizations should foster. Although culture reflects system level values and norms, measures of culture typically focus on individual perceptions of the system’s values, expectations, and norms. Therefore it is valuable to explore individual level factors that impact perceptions of culture.

The current study examined how employee implicit and explicit attitudes about organization culture changed through participating in a positive psychology intervention (PPI). Fifty-two employees at Geelong Grammar School, Australia completed a series of measures. Over three days, participants engaged in a variety of PPIs, and then completed the same measures. The measures were completed again six weeks later. Analyses tested changes in implicit and explicit attitudes, psychological capital, perceived organization culture, and workplace happiness. Findings suggest that increases in positive perceptions of organization culture and happiness at work are underpinned by specific patterns in implicit and explicit attitude change. Findings provide insight for better understanding mechanisms that underpin successful workplace PPIs.

SY13.4 Key Levers of Change: A Systems Approach to Positive Education

P. Kern, University of Melbourne, Melbourne, Victoria, Australia
L. Waters, University of Melbourne, Melbourne, Victoria, Australia
G. Slemp, University of Melbourne, Melbourne, Victoria, Australia

The field of positive education has been criticized for its focus on isolated classroom interventions that might produce individual change, but do not address system wide factors. Schools are complex organizations, with many layers of influence. Although positive interventions have successfully created short-term change, we do not know if these changes last. A long-term, big picture approach is needed.
A systems approach is a way for defining and influencing change in a complex world. It aims to understand and address complex problems, while reducing unwanted side effects. The model makes the key factors that influence behavior at multiple levels explicit, and identifies key levers for producing change. The approach has been used successfully for decades in business, and we propose applying this systematic interdisciplinary perspective to positive education, with the purpose of creating lasting change in students, schools, and communities.

In this presentation, we introduce a systems model of positive education, and illustrate what this approach looks like in a local school. For positive education to have a true preventative impact in the long term, it is not enough to simply change the mindset and practices of the students themselves; positive change needs to be made strategically within the system.

**SY14 Elevating Elevation II: Highlighting the Utility of a Discrete Positive Emotion**

*A. Thomson, Claremont Graduate University, Claremont, California, United States*

This panel will illuminate current advances in elevation (i.e., the suite of responses associated with witnessing moral beauty) scholarship. The goal of the panel is to discuss recent findings and potential avenues for future elevation research. The first presentation reports on a series of studies that sought to replicate a prior examination of how the moral character of the recipient of the moral deed influences experiences of elevation, accounting for three personality variables. The second presentation will highlight how age influences the degree to which the recipient's character impacts the intensity of elevating experiences. The third presentation reports on a study using the Experience Sampling Method, and explores how moral inspiration might be elicited throughout the day. The fourth presentation offers results from a series of experiments assessing whether levels of elevation can be increased among people with depression, and whether doing so increases help seeking among this population. Further, the presentation will provide results as to whether another moral emotion, gratitude, leads to a similar pattern of results. The symposium will conclude with comments from Dr. Jonathan Haidt, the scholar who proposed the moral emotion of elevation.

**SY14.1**

*A. Thomson, Claremont Graduate University, Claremont, California, United States*

Elevation refers to the suite of responses that may be elicited when a person observes an instance of moral beauty (Haidt, 2000, 2003). The central goal of the current project was to investigate the robustness of the relationship between elevation, the character of the recipient of the moral deed, and prosocial behavior. Moreover, the set of studies builds on previous research (e.g., Diessner, Iyer, Smith, & Haidt, 2013) and continues to identify individual traits that are associated with the intensity with which people experience elevation. Three studies, each using a different set of moral stories as emotion inductions, examine if being exposed to a moral event performed for someone of good character amplifies feelings of elevation compared to being exposed to a moral event performed for someone of bad character. In line with hypotheses, results across the three sets of experimental manipulations consistently indicated that reading a moral story where a good deed was performed with someone of good character led to increased feelings of elevation. In sum, the current studies inform a nuanced understanding of elevation and identify the type of person who will have amplified feelings of elevation.

**SY14.2**

*J. Siegel, Claremont Graduate University, Claremont, California, United States*

Depression is treatable, however the more severe the illness the less likely people are to seek help. The goal of this presentation will be to report on a set of studies assessing whether inducing feelings of elevation increase intentions to seek help among people with depression. The first study was a cross-sectional investigation assessing the relationship between depression, elevation, and help seeking. Results indicate that increased levels of depression are associated with a reduced level of help seeking and dampened feelings of elevation. Study 2 randomly assigned participants to a control condition or to receive an elevation induction. Results indicate that it is possible to increase feelings of elevation among people with depression. Study 3 randomly assigned participants to receive an elevation induction or a control. Results indicate that the elevation induction increased intentions to seek help among people with depression. Three additional studies
were then conducted. These studies were identical to the first three, except that elevation was replaced by gratitude. Gratitude was negatively associated with depression and positively associated with help seeking. However, unlike the results associated with an elevation induction, help seeking intentions did not significantly increase as a result of a gratitude induction.

**SY14.3**

**J. Nakamura, Claremont Graduate University, Claremont, California, United States**

Recent research has identified moderators of the tendency for witnessing excellence to trigger moral elevation in adults; for example, reading a story about a prosocial action induces elevation but the effect varies with the deservingness of the recipient of the generous act (Thomson & Siegel, 2013). An as-yet-unanswered question is whether this depends on age, which is associated with differences in the tendency to focus on positive over negative stimuli. Adults aged 18 to 68 were randomly assigned to read a story in which a generous act benefitted either a morally good or a morally bad recipient. Controlling for gender, the effect of recipient deservingness on degree of elevation reported by the reader was moderated by reader’s age. Qualitative data about perceptions of the benefactor were consistent with a tendency for older adults to be more charitable and younger adults less charitable in their views of a duped benefactor. This result was replicated using data from a study with a larger sample (Thomson, Nakamura, Siegel, & Csikszentmihalyi, 2014). The results are discussed in relation to theory, including the pattern that older adults show a greater tendency to focus on the positive. Implications for research and practice are discussed.

**SY14.4**

**L. Graham, Claremont Graduate University, Claremont, California, United States**

**J. Haidt, New York University, New York, New York, United States**

Witnessing the higher, better aspects of human nature impacts both feelings and behaviors of an individual, but the extent to which this happens in everyday life remains unexamined. Despite the current research, no studies have examined the daily experience of moral elevation. This project closes this gap by examining the frequency, content, and relationship of daily elevation to the tendency to feel elevated in general. The experience sampling method, a technique requiring responses to questions randomly throughout the day, was employed to collect 6 daily responses from 67 participants for a week, totaling 2,091 data points. This study is the first to provide evidence suggesting that the experience of elevation is relatively infrequent throughout the week. Content analysis of open-ended responses reveals common themes among reports of who is acting morally and the type of moral act witnessed. There was no significant relationship between trait elevation and simply witnessing an act of moral beauty. However, witnessing an act of moral beauty while experiencing the associated emotion of inspiration was related to one subcomponent of trait elevation, elevating emotions. This project advances the fledging scholarship on elevation and has implications for how moral inspiration might be elicited throughout the day.

**SY15   Advancements in the Theory and Application of Flow**

**O.C. Davis, Quality of Life Laboratory, New York, United States**

This symposium will track advancements in flow theory by an international group of researchers and consider the implications of these studies in areas related to flow. Research on flow has shown that one of the primary components of the construct is intrinsic motivation, and these talks will present research on how intrinsic motivation enables flow, and that it may be more of a precondition for flow than an actual component of the construct. A study on flow in the workplace (Ceja, Bricteux, Navarro, & Fuerst) will show the non-ergodic mechanics of the flow experience and show that intrinsic interest moderates the role of challenge-skill balance in creating flow. The second presentation (L. Jarvihelto, Finland) will discuss the role of intuition in the flow experience in terms of recent cognitive theories about intuitive and logical thinking, ultimately demonstrating that engaging in a flow activity is an intuitive action. The third talk (A. Gibson, UK) will assess the extent to which altering the parameters of the flow experience (such as adding a time constraint) will affect the complexity of the construct. Further discussion will include exploratory analysis of the relationship between character strengths and flow-proneness. A study on team flow (van den Hout & Davis) shows that the collective ambition of the
team is a sine qua non of the team flow experience, but that there is a key interaction between collective ambition and intrinsic motivation both at the individual and team levels.

**SY15.1 Intrinsic Interest as a Moderator in the Relationship between Challenge/Skills Balance and Flow at Work**

*L. Ceja et al., IESE, Barcelona, Spain*

Considering flow as a non-ergodic process that occurs at the within-person level of analysis; in this research study we examine Bakker’s model that proposes flow as a state composed by three components: intrinsic motivation, enjoyment, and absorption. Taking into account that flow theory can be considered an intrinsic motivation theory, and the recent proposals about the need to distinguish between pre-conditions of flow and the flow experience itself, we look at interest as a moderator between challenge/skills balance and the experience of flow. A total of 3,640 recordings were collected using the experience sampling method from a sample of 58 workers from various occupations. The data were analyzed using regression techniques to address two research questions: Will intrinsic interest play a moderating role in the relationship between challenge/skills balance and flow? Will a non-linear model (cusp catastrophe model) explain better the relationship between challenge/skills balance, interest and flow? The results suggest that our hypotheses were correct and support the idea that intrinsic interest can be considered as a key precondition for the appearance of flow, and that this relationship is non-linear as well. Further implications for flow theory will be discussed.

**SY15.2 Intuition and Flow**

*L. Jarvilheto, Academy of Philosophy, Helsinki, Finland*

Intuition is the capacity to make decisions and create new ideas without conscious deliberation. Flow is the optimal experience where action becomes automatic and conscious thought seems to meld together with the action itself. Both intuition and flow concern our capacity to cognition and action without heavy input from reflective and conscious cognitive mechanisms. Dual process theories of cognition offer a compelling position to explain the functioning of both intuition and flow. In the dual process theories of cognition, two separate cognitive systems are suggested: the non-conscious System 1 and the conscious System 2. Intuition and flow engage to a great extent the same cognitive mechanisms, at the same time without being reduced to definitions in terms of one another. Both intuition and flow involve ontogenetic System 1 processing that enables us to function very well in a culturally evolving, changing environment. In summary, flow can be construed as intuitive action, whereas intuition can be thought of as cognition in flow.

**SY15.3 Assessing the Complexity of Flow Experiences under Constraints**

*A. Gibson, University of Roehampton, United Kingdom*

The state of flow allows for daily leisure and working life to become an optimal experience with growth and suggested benefits to performance, alongside feelings of fulfillment and satisfaction in life, while increasing psychological complexity. The present study aimed to advance the thinking surrounding flow and that of a continuum of complexity, as well as to identify any possible sub-constructs of the flow state related to activity context or person specific characteristics. It is proposed that, should the varying complexities of flow experience be identifiable, there are important implications with regards to the identification of opportunities for flow in an increasing amount of daily life.

Sixty participants completed a strengths-based identification and development tool, the flow short scale, and an experimental attention direction listening task. Half of the total sample received a time constraint on the activity. We examined the impact that the use of one’s character strengths and the compromising of the time transformation characteristic of flow can have on the quality and complexity of that flow state. We also present the effectiveness of the experimental methods to induce flow through an attention direction listening task, as well as the challenges within attempting to experimentally induce a flow state.

**SY15.4 How a Collective Ambition Ignites Team Flow**

*J.J.J. van den Hout, Technical University of Eindhoven, Eindhoven, Netherlands*

*O.C. Davis, Quality of Life Laboratory, New York, USA*

Despite the noted potential for ‘team flow’ to enhance a team’s effectiveness, productivity, performance, and
capabilities, studies on the construct are scarce. While experiencing team flow, individual team members are experiencing the mental state of flow simultaneously by executing their personal task for the team. To develop a body of evidence-based knowledge on team flow, we discuss the precursors and components of team flow and its consequences, and describe how these precursors and components work in three different work contexts. 

The proposed precursors for team flow are: (a) collective ambition; (b) shared goals; (c) aligned personal goals; (d) high skill integration; (e) open communication; (f) safety; and (g) mutual commitment. Also, we proposed four components which are: (h) sense of unity (harmony); (i) sense of joint progress; (j) trust; (k) holistic focus; (l) shared identity. The proposed consequences of team flow are (m) high performance; (n) satisfaction; (o) development; (p) meaning; and (q) positive energy, which indicate a desire to reconvene as a team and form a new collective ambition / shared identity. The case studies exemplify the importance of having a collective ambition and intrinsic motivation among team members, which forms the heart and basis of the team flow model.

**SY16 Positive Psychology in Europe – Flourishing and Well-being on a Population Level**

*D. Gudmundsdottir, Directorate of Health, Iceland*

The promotion of well-being and flourishing should be part of national and local health policies. In this symposium we will look at the situation on mental well-being and flourishing in Europe and how to enhance well-being at a population level. Dora Gudmundsdottir will identify, from a large monitor (European Social Survey), the prevalence of flourishing in 29 European countries and will take a special look at results from Denmark, Iceland, Netherlands, UK, France and Russia and compare them with results from the other European countries. After that, we take a look in the Netherlands at different strategies in public health on how to promote well-being and flourishing on a population level. Jan Walburg will present a method that mobilizes support and engagement of local stakeholders that are involved in the well-being of citizens, the so-called positive health search. Linda Bolier will demonstrate the potential of implementing online positive psychological interventions (oPPIs) in healthcare in order to reach large target groups, with some vivid examples from the Netherlands. Together with the audience we will discuss how policymakers and stakeholders at a national and local level can use these kind of strategies for their own mental health and well-being policies.

**SY16.1 Flourishing in Europe**

*D. Gudmundsdottir, Directorate of Health, Iceland*

*F. Huppert, University of Cambridge, United Kingdom*

Background: Studies on mental well-being have suggested an association between mental well-being and various policy operations. The focus of the concept of flourishing is to include both feeling and functioning in the measurement of mental well-being, to combine positive feelings, social functioning and psychological resources.

Aims: The aim of this study is to identify the prevalence of flourishing in Europe and to take a special look at results from Denmark, Iceland, Netherlands, UK, France and Russia and compare them with results from the other European countries.

Methods: The study population of interest is European citizens in 29 countries. Data come from the European Social Survey. The sample is compared with samples of 28 European countries. The conceptual framework composed by Huppert and So (2013) was used to measure the ten features of flourishing: competence, optimism, self-esteem, resilience, positive relationships, positive emotion, engagement, emotional stability, meaning and vitality.

Results: The prevalence of flourishing in Europe is 26.1%. Denmark has the highest flourishing prevalence in Europe (over 50%) while Russia has less than 20%.

Conclusion: Compared to a previous study on flourishing in Europe, the prevalence of flourishing in Europe has risen from 15.8% in 2009 to 26.1% in 2012.

**SY16.2 Improving Flourishing in Two Dutch Cities**

*J. Walburg, University of Twente, Enschede, The Netherlands*

*J. Joost Meijs, Healthcare center ‘The Bittern’, Nieuwegein, The Netherlands*

*C. Verheijen, Healthcare center ‘The Bittern’, Nieuwegein, The Netherlands*

To improve flourishing at a population level it is necessary...
to invest in flourishing during the whole life course with the support of all involved stakeholders. In two Dutch cities we mobilised stakeholders to invest in the well-being and health of the civilians. We invited around sixty representatives of local schools, companies, healthcare workers, city authorities, health care insurance companies and religious, cultural and sport organisations to participate in what we called a Positive Health Search. The methodology was based on the Future Search method, developed by Weisbord and Janoff. Their version is a three day meeting while our version was a one day meeting. During that day we started with a mind map to gather all trends related to flourishing in their community. From that we went on with drawing up an inventory on what these trends meant for each of the stakeholders, after which we formulated shared goals for the near and far future and made action plans for each of the stakeholder groups. In both cities, positive action plans were developed. We will present the reasons and rationale behind this population approach, inform about the process of the Positive Health Search and present some of the results so far.

**SY16.3 Online Positive Psychology in Public Mental Health: Integration of a Well-being and Problem-based Perspective**

L. Bolier, Trimbos Institute, Utrecht, The Netherlands  
J. Walburg, University of Twente, Enschede, The Netherlands  
M. Haverman, Trimbos Institute, Utrecht, The Netherlands  
O. Smeets, Trimbos Institute, Utrecht, The Netherlands  
B. Boon, Trimbos Institute, Utrecht, The Netherlands  
K. Martin Abello, Trimbos Institute, Utrecht, The Netherlands

Online positive psychological interventions (oPPIs) may offer an effective strategy for reaching large target groups. From a public mental health perspective, it is useful to reach large groups of people at the same time, as expressed in the ‘population health approach’ (Rose, 2008). A relative slight increase in the level of well-being in a large proportion of the population may have a larger preventive effect on mental health than targeting the much smaller group of people that are already ill (Huppert, 2009). In the public mental health sector, oPPIs can be used as an additional approach to balance the overall problem-based nature of interventions. They can be used as non-stigmatizing tools in mental health promotion campaigns, as well as first-step interventions in a stepped care model. In the presentation, we will focus on how oPPIs can be integrated in mental health policy, using both practice-based and evidence-based methodologies. Two examples from the Netherlands, the mental health portal Mentaalvital.nl (which reached over 250,000 unique visitors in 2014) and the online mental fitness training Psyfit.nl (20,000 participants in 2010 – 2014), will be highlighted as such. The results regarding the implementation and dissemination will be presented.

**SY17 International Developments In The Application of Positive Psychology in Education**

E. Larson, Head of Research IPEN

Chaired by Emily Larson from the International Positive Education Network (IPEN), this symposium will outline current empirical and applied developments in positive education across the globe with participants from 1) Europe and Japan; 2) Mexico; 3) China; 4) India and United States of America; and 5) Australia. Since the launch of the positive psychology movement in 2000, education has been an area where there has been significant growth. Given positive education is now entering its ‘adolescent’ years, researchers are starting to see evidence of an evolution in theory beyond individual and group interventions to consider education systems and eco-systems. This timely symposium provides a compelling global snapshot of well-being developments in education. Each of the presenters will report on research conducted with systems of education and individual case studies.

**SY17.1 Recent Developments in Well-being and Resilience Education in Europe and Japan**

I. Boniwell, Anglia Ruskin University, United Kingdom; École Centrale Paris (ECP)

The wealth of countries in the 21st century appears to provide relatively little protection for their youth, with recent international surveys (e.g. UNICEF, 2007) revealing a worrisome picture with regard to well-being, depression and anxiety of children and young people. Positive education is a new area that brings together the findings of positive psychology and education, with the aim of providing
students with psychological knowledge and practical skills that can help them to live a life of flourishing and become more resilient by coping with problems in productive ways. This broad aim is often achieved by means of specific evidence-based positive psychology interventions that have been developed and successfully implemented in various countries. The presentation will focus specifically on the Personal Well-Being Lessons and SPARK Resilience curricula development and implementation in several British, French and Japanese schools. Another, perhaps even more ambitious, objective of this talk is to offer a vision for future developments in positive education, through the setting of global standards and integrating positive education within the new development paradigm that prioritises sustainable well-being over consumerism and short-term happiness strategies. The presentation will draw on the work undertaken for the Royal Government of Bhutan and the UN on developing recommendations for happiness-based public policies, where positive education had emerged as the central intervention opportunity.

SY17.2 Positive Education in China
K. Peng, Tsinghua University, China

We propose a new PERMA model for positive education in China, which consists of Promotion, Education, Research, Methods and Association. More and more Chinese educators find that the traditional approach is not suitable for the social and cultural changes Chinese young people face today. After an effective campaign of promotion, positive education has grown past the stage of concept and is now reaching the stage of big scale implementation. We developed text books and training courses for teachers, as well as practical methods. A platform was built for Chinese educators to connect, communicate and learn positive education all over the country. A large scale survey was run to investigate Chinese students’ well-being, character strengths, personalities, hope, resilience, efficacy, depression, stress etc. By helping to shape young people’s characters and giving them the ability to flourish, the positive education programs provide young Chinese people with the psychological competence needed to deal with the challenges facing their generation.

SY17.3 Results from CorStone’s Girls First - Bihar: A Resilience and Strengths-based Program to Improve Girls’ Health and Well-being in Rural Bihar, India
K. Leventhal, CorStone, India

Today, 600 million girls live in low and middle income countries (LMICs). Many are at high risk for poor health and education outcomes. For instance, girls in LMICs are significantly more likely than boys to be out of school and to be forced into child marriages. In response, CorStone recently conducted a randomized controlled trial (RCT) of a resilience and strengths-based health curriculum ‘Girls First’ with 3,400 adolescent girls in 76 schools in Bihar, India. We compared Girls First, which combines a resilience and strengths-based curriculum (RC) with a health curriculum (HC), vs. its components (RC, HC) and a school-as-usual control (SC). We expected that Girls First (RC+HC) would promote better psychosocial, physical, and academic outcomes than other conditions. As expected, Girls First led to improvements on many outcomes compared to other conditions. For example, Girls First significantly improved school performance, gender equality attitudes, self-efficacy, and health-related behaviors (e.g., hand-washing) relative to SC. This study is one of the first RCTs of a resilience and strengths-based health curriculum of this size in a LMIC. Additionally, it is one of the largest and first to show effects not only on psychosocial but also on physical and academic outcomes.

SY17.4 Positive Education in Mexico
H. Escamilla, Universidad Tecmilenio, Mexico

Awareness about positive education is increasing in K-12 and higher education in Mexico. Recent presentations by the International Positive Education Network has helped to raise awareness. In higher education, Tecmilenio University (founded in 2002, serving 42,800 students in 30 campuses) is focused on providing the highest return on investment in education that translates into: high employment rates and the well-being and happiness of our graduates. Tecmilenio University initiated a disruptive innovation process developing a vision that embraces well-being for students, faculty and administrators based on the science of positive psychology “To prepare people with a purpose in life and competencies to achieve it.”
A “Well-being and Happiness Model” was created and implemented based on Seligman’s PERMA model and adding physical well-being and mindfulness as a part of the model. Introduction of positive psychology is being done top down from the president, administrators, faculty and students through continuous training and coursework and practices. At the college level, 100% of students take a course in positive psychology. A certificate on positive psychology is required in all administrators. Faculty is being certified as well in order to create an ecosystem that embraces positive psychology and leadership that translates in positive education in all academic levels.

**SY17.5 Other People Matter: St Peter’s College, Adelaide and South Australia’s Positive Education Journey**

*M. White, St Peter’s College – Adelaide, Australia; Melbourne Graduate School of Education, The University of Melbourne, Australia*

St Peter’s College, Adelaide, Australia is one of the world’s most prestigious schools for boys. Since 2011 the school has adopted well-being as one of its seven strategic goals. After planning, training and evidence-based application every student (1385 boys) from K-12 have studies scientifically informed well-being programs as part of their regular lessons each week. In this presentation results from the St Peter’s College well-being survey will be discussed and how this has helped to strengthen organizational decisions and pedagogy throughout the school. Reference will be made to the St Peter’s College partnership with the Department of The Premier and Cabinet in South Australia, Government of South Australia, the central agency leadership on key issues that affect South Australia’s future prosperity, to advance well-being at a whole state population to over 1.6 million people.

**SY18 Momentary Assessment of the Quality of Life**

*J. Nakamura, Claremont Graduate University, Claremont, California, United States*

M. Csikszentmihalyi, Claremont Graduate University, Claremont, California, United States

Gaining greater insight into the quality of daily experience is a crucial component of positive psychology. To this end, the Experience Sampling Method (ESM) proves to be a versatile tool, which has been used to examine person-centered and situation-centered contexts, and is well-suited to addressing a diverse array of research questions elusive to traditional methodologies. Through analyses of a recent ESM study, the panelists discuss a variety of issues related to positive experiences including elevated mood, engagement, creativity, flow, energy, and meaningfulness. Specifically, Daniel T. Gruner examines daily usage of new digital media platforms such as Facebook and Instagram; Elinor Crescenzi explores simple and complex experiences of work, study, play, and rest; Kelsey Procter addresses generation and timing of creative ideas; and, Dwight Tse discusses the relationship between voluntary and obligatory forms of solitude. The panel will be chaired by Dr. Mihaly Csikszentmihalyi and Dr. Jeanne Nakamura, who will offer insights into each of the analyses and discuss future directions for ESM research.

**SY18.1 Assessing the Socioemotional Impact of Digital Media Use: A Study of Experience**

*D. Gruner, Claremont Graduate University, Claremont, California, United States*

Replacing face-to-face communication with technology has been shown to displace critical developmental mechanisms such as play, physical activation, sleep, and creativity. However, studies on this topic are limited to retrospective accounts and can benefit from examining episodic experiences. This study utilized the Experience Sampling Method (ESM) to assess the psychological impact of social networking on high versus low media users. Participants were signaled six times per day for seven days and asked to respond to short surveys about subjective momentary experiences. Independent samples t-tests revealed that high media users reported being significantly less creative and energetic, and reported lower positive moods throughout the week. Further, high media users reported lower qualities of daily experience compared to their low media user counterparts. Then, high and low media users were compared on experiences of meaning, engagement, energy, creativity, and mood across flow quadrants. When in the high skill-high challenge (flow) quadrant, low media users felt more energetic, more creative, and reported more positive moods than high media users. These findings present a more nuanced perspective on how social media use shapes the quality of daily experience.
SY18.2  Work, Study, Play, or Rest: What makes for High Quality Experience?

E. Crescenzi, Claremont Graduate University, Claremont, California, United States

The experience sampling method (ESM) has proven to be an excellent tool for exploring and describing both objective and subjective details of daily life. However, few theoretical models exist that describe general categories of experience and provide for the functional complexity that day-to-day momentary experience often entails. Current ESM study results support a proposed, theoretical model of experience, derived from five dialectical dimensions pertaining to the self-environment relationship, and composed of four readily identifiable activity classes—work, study, play, and rest. Findings demonstrate a good model fit with just over 87% of 2,091 randomly-prompted, self-reported experiences classified in real-time by 66 participants into these four categories. Of classified observations, 79% were designated as simple (participants indicated that solely one activity class described their present experience); 21% were designated complex (participants indicated that their experience simultaneously pertained to multiple activity categories). Multilevel modeling analyses revealed sizable (.37-.78 points on a 7-point scale), highly significant positive associations between experience classified complexly and four quality-of-experience measures: mood, engagement, meaningfulness, and creativity. Furthermore, unique quality-of-experience patterns were found for each activity class. Nevertheless, within each of the four activity classes, complex activity, when compared to simple activity, was consistently associated with higher quality experiences.

SY18.3  The Phenomenology of Everyday Creativity, Mood, and Arousal

K. Procter, Claremont Graduate University, Claremont, California, United States

Previous research indicates a complicated relationship between mood, arousal, and creativity. The current project employed the Experience Sampling Method (ESM), providing a rich phenomenological understanding of these relationships. Rather than using a typical scale measuring creative attitude, this study asked “Since you were last beeped, have you had any new ideas or found a new way of doing something?” resulting in a dichotomous variable. Results indicated that after individuals developed novel ideas or new ways of doing things, their mood, energy and engagement were significantly higher. Analyses were also conducted on reports 3 hours prior to a report of a novel idea. There was a trending negative effect for engagement prior to reports of novel ideas suggesting that engagement may be lower just prior to development of creative ideas, but is significantly higher just after development of creative ideas. Interpretations of these findings will be presented and additional context discussed. This study illuminates the phenomenology surrounding experiences of everyday creativity.

SY18.4  Voluntary Solitude and the Quality of Daily Experience: Pleasure, Engagement, and Meaning

D. Tse, Claremont Graduate University, Claremont, California, United States

Positive psychology has established that individuals experience more positive mood, more well-being, and less loneliness when interacting with others than when being alone. However, the simple dichotomy between solitude and social interaction may overlook the potential experiential difference within each category. Specifically, voluntariness in solitary activity is important since it can predict differences in the quality of solitary experiences. The relationship between voluntariness in solitary activity and mood, perception of meaningfulness in activity, and self-rated engagement were tested in the present study. The Experience Sampling Method (ESM) was used to collect participants’ experiences in social interaction and in solitude throughout a week. Analyzing the collected responses using multilevel modeling showed that individuals experienced more positive mood, greater perception of meaningfulness, and greater self-rated engagement in voluntary solitude than in involuntary solitude. The results suggested that voluntariness of solitary activity was associated with positive emotion, meaning, and engagement, which echoed with the hedonic and eudaimonic aspects of well-being. Since solitude occupies a considerable proportion of individuals’ daily experiences, this study highlights that doing what one wants may mitigate the adverse relationships between solitude and mood, meaningfulness, and engagement.
SY19  Deepening our Understanding of Gratitude: International Perspectives

L. Waters, University of Melbourne, Melbourne, Victoria, Australia
R. Emmons, University of California- Davis, California, United States

Gratitude has been shown to reduce depression and anxiety, to assist people to cope with pain, to enhance happiness and increase well-being at work such as job satisfaction. While much has been learnt through gratitude research, debates still remain as to how to define, measure and build gratitude. Questions include: Is gratitude an emotion, attitude or behavior? Should we examine gratitude through qualitative or quantitative research? What are the effects of gratitude for those who feel gratitude compared to those who receive gratitude? Are there generational and cultural differences in gratitude? The current symposium draws together a group of researchers seeking to answer these questions. The research covered in this symposium will bring together samples from the United States, United Kingdom, Canada, Australia, and New Zealand. The symposium will introduce two new measures of gratitude: the Multi-Component Gratitude Measure and the Grateful Functioning Scale. The symposium includes three empirical papers and one conceptual paper covering two community samples and two workplace contexts. A suite of research designs are covered including an intervention study, large-scale field research, action-research and case study. Professor Robert Emmons, Eminent Scholar in the area of gratitude research, will act as the discussant for this symposium.

SY19.1  Measuring and Cultivating Gratefulness with an Online Positive Psychology Intervention

L. Waters, University of Melbourne, Melbourne, Victoria, Australia
R. Rusk, University of Melbourne, Melbourne, Victoria, Australia
d. Vella-Brodrick, University of Melbourne, Melbourne, Victoria, Australia

Interest in gratitude has grown rapidly over the last two decades, and a growing body of research in the field of positive psychology demonstrates its importance for well-being. This presentation will introduce the Grateful Functioning Scale (GFS-32), a new systems-based multifactorial scale developed to measure gratefulness. The GFS-32 integrates existing gratitude measurement instruments into a 32-item scale containing eight factors that reflect appreciative functioning and span five domains of psycho-social functioning: attention, emotion, coping, habits and virtues/relationships.

The results of an online 3-week gratefulness intervention using this new scale will be presented. A community sample was recruited using snowball sampling via social media (n =580; age range 18-79; 81% female/19% male). Participants came from the United States, Canada, Australia, New Zealand and the United Kingdom. Significant increases in gratefulness and positive affect were evident, combined with decreases in negative affect and depressive symptoms. These benefits were found to correlate with self-reported effects of the exercises, suggesting possible mechanisms by which the intervention benefited participants. Data also indicated the presence of interactions between some exercises such as gratitude and flow. The results presented will help to inform theory and practice regarding gratefulness and online positive psychology interventions in general.

SY19.2  Understanding and Measuring how Gratitude is Experienced in the UK

L. Gulliford, Birmingham University, United Kingdom
B. Morgan, Birmingham University, United Kingdom

Gratitude is a complex, multi-faceted construct and is experienced in diverse ways. For example, in contrast to the prevailing view of gratitude as positive, we present findings showing it is not always experienced positively, especially in adult populations. Furthermore, our research, using specially designed and innovative methods, demonstrates that some aspects of gratitude appear to exhibit generational differences. Whilst adults appear to afford gratitude a higher level of importance than adolescents, they are also more ambivalent in their assessments of whether cost/risk during benefaction is deemed virtuous or foolhardy.

To probe the complex concept of gratitude further we developed the Multi-Component Gratitude Measure (MCGM), the first tool to incorporate emotional, attitudinal and behavioural components, and profile individuals’ conceptual understanding of gratitude. The MCGM offers
a more nuanced understanding of gratitude’s distinctive dimensions than existing measures. The MCGM enabled us to show that Christians in the UK report significantly higher ratings of grateful feeling than atheists but that there was no significant difference between these groups regarding attitudes and behaviours relating to gratitude. This psychometrically robust measure thus captures subtle differences outside the scope of existing measures.

SY19.3 Exploring the Role of Gratitude in Learning and Teaching

K. Howells, University of Tasmania, Australia

This presentation will draw on a range of different Australian contexts where gratitude has been applied as a pedagogy to enhance the teaching and learning process. It will summarise case studies from primary and secondary schools, as well as the university context. A rationale will be forwarded for the importance of conceptualising gratitude as a practice, as distinct but not separate from an emotion or action, when advocating its relevance to education. It will be argued that any intervention in this context needs to account for cross-cultural differences, and the complexities related to stressful and time-poor environments. The presentation will explore examples of gratitude practices that formed the intervention in action research undertaken by teacher participants in the case studies. Outcomes relating to improved teacher-student relationships, enhanced well-being, increased student engagement, and greater collegiality will be discussed with reference to alignment with other studies in the field of positive psychology. The presentation will also outline some of the challenges reported by participants, as these are important to an ever-evolving phenomenology of gratitude and instructive to those who wish to implement gratitude in the education context.

SY19.4 The Power of Gratitude: How Relational Signals Create Connection with Work

K. Gibson, Georgia Institute of Technology, Atlanta, Georgia, United States
D. Sluss, Georgia Institute of Technology, Atlanta, Georgia, United States

Gratitude is considered by some scholars and practitioners alike to offer a range of positive benefits, with a focus on how gratitude benefits the individual expressing gratitude. However, gratitude also has the potential to benefit the individual that “receives” gratitude from someone else. As such, we employ belongingness theory (Baumeister & Leary, 1995) to argue for the importance of “receiving” gratitude from a supervisor (i.e., supervisory expressed gratitude) as a relational signal of acceptance that enables employees to engage with their work which then leads to increased job satisfaction, organizational identification, and decreased intentions to quit.

We contribute to the management literature by bringing much-needed attention to the role gratitude plays within workplace relationships, concentrating on the vital supervisor-subordinate relationship (Emmons, 2003). That is, we establish an additional ‘function’ of gratitude – relational gratitude —as an important dimension of gratitude’s power within organizations. Secondly, our work highlights how micro interactions – small exchanges between supervisors and subordinates – establishes relational practices with a powerful impact on employee attitudes at work. Finally, research has established the critical role resources and support play for employees and we add the idea that receiving gratitude for their role can also benefit employees, and consequently organizations.

SY20 Progress in Positive Education

L. Oades, Centre for Positive Psychology, University of Melbourne, Australia

Oades et al. (2011) defined positive education as “the development of educational environments that enable the learner to engage in established curricula in addition to knowledge and skills to develop their own and others’ well-being.” Using this organisational approach, this symposium provides a summary of empirical research being conducted within school and university settings related to positive education. The first two papers are drawn from Knox Grammar School, a large school in north Sydney, NSW Australia. The third paper reports on the world’s first positive residence—a university residence (dormitory) being managed wholly based on the principles of positive education and positive psychology. The final paper reports on the recent NSW well-being policy framework in education for the 2,340 public schools in New South Wales, Australia.
SY20.1  Total Fitness: A Sustainable Positive Education Program within an Australian Secondary School

P. Robinson, Positive Psychology Institute, Australia
A. Dulagil, University of Wollongong, Australia
L. Oades, Centre for Positive Psychology, University of Melbourne, Australia
S. Zolezzi

Sustaining positive change is a challenge for all organizations and particularly, educational institutions. As Gardner (2006) suggests, the educational sectors are conservative and change is often slow. Knox Grammar School (KGS) in Australia is one rare example of a sustainably developed PE program. KGS have adopted a total fitness approach that includes sub-components of academic, social, physical and spiritual fitness underpinned by the concept and framework of mental fitness (Robinson, Oades & Caputi, 2015). This presentation will introduce the KGS PE process, measures, and key results and describe examples of practical interventions that will assist those working in education to utilize blended learning modalities to maximize sustainability. The KGS PE program is being scientifically evaluated longitudinally across multiple indices for staff, students and parents. Preliminary results will be presented from staff and students over three years, across specific positive psychology constructs, for example, well-being, meaning, purpose, and strengths knowledge and use. Future directions for this program will be outlined.

SY20.2  The Role Purpose in Life Education Plays in Supporting the Well-being of Secondary Students

R. Riedel, Victoria University, New Zealand
L. Oades, Centre for Positive Psychology, University of Melbourne, Australia
W. Vialle, S. Zolezzi

Positive education approaches, where the skills of well-being are taught alongside the goals of traditional education, have been proposed as a solution to the increasing academic and global pressures – and consequent threats – to well-being that the current adolescent population face (Seligman, 2011; Seligman et al., 2009; Waters, 2011). Successful positive education interventions are characterised by whole school approaches to enhancing positive psychology constructs (Waters, 2011). This two-year longitudinal study evaluated the effectiveness of a whole school approach to enhance purpose in life of secondary school students. It addressed a significant gap in the literature, as there are limited positive education interventions that focus on promoting purpose in life. Questionnaire data from the Purpose in Life subscale of Psychological Wellbeing Scale and Warwick-Edinburgh Mental Well-being Scale were collected at four time points. Results highlighted the importance of purpose in life education, with simple regressions indicating purpose in life accounted for 88.8% - 96.7% of the change effect on well-being at varying time points. Moreover, one-way ANOVAs on purpose in life and well-being revealed a statistically significant increase in the levels of each over the course of the positive education intervention.

SY20.3  Kooloobong Village: Developing University Students towards Lifelong Well-being

A. Hemsley, University of Wollongong, Australia
L. Oades, Centre for Positive Psychology, University of Melbourne, Australia
G. Spence, University of Wollongong, Australia

Kooloobong Village (KBV) is the newest and largest on-campus residence at the University of Wollongong, Australia. Over the past two years KBV has been steadily developing as a ‘positive residence,’ with the overarching objective of using positive psychology and the science of well-being to promote life-long well-being amongst its residents and staff. In this session the concept of a positive residence will be defined, setting the context for this comprehensive residential development program. The core of the program will be described via an overview of the program logic and its key enablers (such as coaching and strengths assessment), along with a description of some key milestones and reflections on important lessons learned. Original data will also be presented regarding student well-being and overall program evaluation. The session will have relevance to anyone interested in promoting flourishing within educational settings.
SY20.4   The New South Wales Well-being Framework for Schools: A Descriptive Overview of its Development
L. Oades, Centre for Positive Psychology, University of Melbourne, Australia

Positive psychology and its derivative positive education may be criticised for being too individual focused. Whilst there are increasing attempts to examine whole of school approaches, drawing from organisational development and positive organisational scholarship literatures, there remains less obvious work at the systems and policy level in positive education. This descriptive overview will provide a description of the process of development of the new Well-being Framework for Schools, developed by the New South Wales Department of Education and Community, in Australia during 2014. The framework has been developed to emphasise the role of schools in student and staff well-being, replacing the 1996 student welfare policy. The presentation will include an overview of the new policy initiative which will influence the 2,340 government schools in NSW, Australia. Key areas of interest will be highlighted including the tension between seeking well-being in its own right versus seeking well-being because it improves educational outcomes.

SY21   Can We Enhance Flourishing? Evidence from RCTs and Meta-Analysis
L. Weiss, University of Twente, Enschede, The Netherlands

A central aim within positive psychology is the enhancement of flourishing. Flourishing comprises both high emotional well-being (e.g. the presence of positive emotions) and high psychological and social well-being (e.g. purpose in life; social contribution). But can we indeed promote flourishing in the general population and in people with distress? And to what extent are interventions able to enhance (psychological) well-being? In this symposium, recent evidence on these issues is presented.

The symposium consists of four presentations. First, a theoretical and empirical framework for flourishing and its societal relevance is presented by Corey Keyes, who coined the term flourishing. The second and third presentations will discuss the results of two large RCTs, which demonstrate that it is indeed possible to increase flourishing with a self-help book based on positive psychology in the general population and with Acceptance and Commitment Therapy for adults with depressive symptomatology. Fourth, the results of a recent meta-analysis on the effects of interventions on psychological well-being are presented.

SY21.1   Good Mental Health is Flourishing: From the What and Why to How
C. Keyes, Emory University, Atlanta, Georgia, United States

There have been at least three conceptions of health throughout human history. The pathogenic approach views health as the absence of disability, disease, and premature death. The salutogenic approach views health as the presence of positive states of human capacities and functioning in cognition, affect, and behavior. The third approach is the complete state model, which derives from the ancient word for health as being hale, meaning whole. This approach is exemplified in the World Health Organization’s definition of health as a complete state, consisting of the presence of positive states of human capacities and functioning as well as the absence of disease or infirmity. This presentation reviews evidence supporting the complete state model when applied to mental health and illness. Studies are reviewed making the case for promoting and protecting positive mental health to prevent mental illness and to improve overall psychosocial functioning of individuals and population health.

SY21.2   Efficacy of a Multicomponent Positive Psychology Self-help Book with Email Support to Promote Well-being and Flourishing: A Randomized Controlled Trial
M. Schotanus-Dijkstra, Trimbos Institute, Utrecht, and University of Twente, Enschede, The Netherlands

A central aim in positive psychology is to increase the amount of flourishing in the general population. Flourishing can be defined as the presence of high levels of both emotional and social-psychological well-being. The aim of this study was to examine the efficacy of a multicomponent positive psychology-based self-help book with tailored email support on Dutch adults with sub-optimal levels of well-being. The self-help book targets six key components in positive psychology: positive emotion, use of strengths,
optimism, self-compassion, resilience and positive relations. This study is a parallel randomized controlled trial with two groups: a group receiving the self-help book with weekly email support and a waiting list control group. Outcome evaluations were assessed at baseline, post-test, and 6 and 12 months after baseline. At post-test, participants in the intervention group (n=137) had significant higher levels of well-being than participants in the control group (n=138) (d=0.65). Thirty percent of the participants met the criteria for flourishing at post-test compared to 12% in the control group. These effects were maintained at follow-up.

**SY21.3 Flourishing in People with Depressive Symptomatology Increases with Acceptance and Commitment Therapy. Post-hoc Analyses of a Randomized Controlled Trial**

*E. Bohlmeijer, University of Twente, Enschede, The Netherlands*

Mental health is more than the absence of mental illness. Rather, mental health (well-being) and mental illness are actually two related continua, with higher levels of well-being defined as “flourishing.” This two continual model and existing studies about the impact of flourishing on psychopathology underscore the need for interventions that enhance flourishing and well-being. Acceptance and Commitment Therapy (ACT) is a distinct model of cognitive behavioral therapy that aims not only to reduce psychopathology but to promote flourishing as well. This study evaluated the impact of ACT on flourishing. A post-analysis was conducted on an earlier randomized controlled trial of a sample of adults with depressive symptomatology, who participated in a guided self-help ACT intervention. This post-analysis showed an increase from 5% to 28% of flourishing by the participants. In addition, the effects on flourishing were maintained at three-month follow-up. When compared to participants in a control group, the flourishing of the ACT-trained participants increased from 5% to 14% after nine weeks. In addition to levels of positive mental health at baseline, an increase of psychological flexibility during the intervention was a significant predictor of flourishing at the three-month follow-up.

**SY21.4 Can We Enhance Psychological Well-being? Results from a Meta-analysis on the Promotion of Psychological Well-being**

*L. Weiss, University of Twente, Enschede, The Netherlands*

There is a rapidly growing interest in psychological well-being (PWB) as an outcome of clinical interventions. PWB, as defined by Carol Ryff, encompasses several dimensions that contribute to flourishing. Numerous interventions have been developed that directly or indirectly aim to increase PWB. However, the effects on PWB as a coherent outcome have never been studied across various studies. This meta-analysis of RCTs of psychological interventions aims to answer the question of whether it is possible to enhance PWB.

A systematic literature search was performed in PsycINFO, Cochrane and Web of Science. From the 2,298 articles found, 25 met the inclusion criteria. Interventions were offered in individual, group and self-help form and included among others well-being therapy, acceptance and commitment therapy, as well as life review therapy. We found a moderate effect (Cohen’s d = 0.466; z = 5.647; p<.001). Heterogeneity between the studies is large (Q(24) = 129.58; p<.001; I2 = 81.48). There is no clear indication of publication bias.

To conclude, it is possible to improve PWB with psychological interventions. Although PWB was not the primary outcome of most interventions, they had moderate effects. These results are promising for the further development and implementation of interventions to improve PWB.

**SY22 The Hope-Barometer and Positive Attributes Survey 2015 – New Findings for Research and Practice from 11,290 Participants**

*A. Krafft, University of St. Gallen, St. Gallen, Switzerland*

This symposium aims to present selected results from a large and comprehensive survey from November 2014 among 11,290 participants in Switzerland, Germany, France and the Czech Republic. Swissfuture and the University of St. Gallen started in 2009 an annual national survey on hope and several other positive attributes, called “Hope-Barometer,” as an attempt to offer an alternative to the traditional national Fear- and Worry-Barometers. In
2012 we could expand the survey to Germany and start a tight cooperation with the University of Western Brittany in France. In 2013 the Masaryk University in Brno in the Czech Republic joined in.

The symposium consists of three presentations addressing different research objectives using diverse samples of the survey. Based on the Swiss and German sample, the first presentation introduces a new distinction between two different concepts of hope and discusses its implications. Focusing on the Czech sample, the second presentation shows the interactions between these two measures of hope and depression. The last contribution exposes a comparative analysis on well-being and hope between the four participating countries.

**SY22.1 Lessons from the Hope-Barometer: The Distinction between Perceived and Dispositional Hope**

*A. Krafft, University of St. Gallen, St. Gallen, Switzerland*

Hope has been conceptualized in many different ways among researchers in positive psychology. Peterson/Seligman (2004) defined hope as a character strength and transcendent virtue. Fredrickson (2009) counts hope among the ten core positive emotions. For Snyder (1994) hope is characterized by mental willpower towards the fulfillment of personal goals. The most used instrument to measure hope is the dispositional hope scale of Snyder et al. (1991) to assess the motivational and cognitive capabilities defined as agency and pathways.

We developed an additional hope scale which allows us to assess the self-reported level of hope directly perceived by the respondents and to evaluate in how far both hope scales relate to each other and to further concepts such as optimism (Scheier et al., 1994).

Based on the Swiss and German samples (N=8960) we did a CFA, observing a clear cut between both hope scales and optimism (total variance 64.60%; p=.000; R² = 5510.14; df=116; NFI/IFI/CFI=.94; PNFI=.71; RMSEA=.07). Calculating stepwise regression analyses using scales such as “Meaning in Life,” “Self-efficacy,” “Life satisfaction,” and additional variables such as personal wishes, hope enhancing activities, and demographic criteria we explain how dispositional hope, perceived hope and optimism are three related but distinct constructs.

**SY22.2 Hope as a Significant Predictor of Depression: A Mediation Model of Dispositional Hope as a Predictor of Depression Mediated by Perceived Hope**

*A. Slezackova, Masaryk University, Brno, Czech Republic*

Depression has become a major psychological problem in developed countries (Seligman, 2011). In this study we revealed the predictors of depression in a Czech sample (N=753, 80% females, 20% males, aged between 15 and 80) and examined the protective role of hope.

We measured depression (PHQ-4, Kroenke et al, 2003), dispositional hope (ATHS, Snyder et al., 1991), perceived hope (Krafft, 2014), optimism (Scheier et al., 1994), self-efficacy (Schwarzer & Jerusalem, 1993), gratitude (McCullough, Emmons, & Tsang, 2002), meaning in life (Steiger et al., 2006), quality of relationships (PWBS, Ryff, 1989) and life satisfaction (Diener et al., 1985). We used SPSS for data analysis.

The correlation analysis revealed significant correlations (p<0.01) between all variables of interest. Stepwise regression analysis (p<0.01) revealed perceived hope (coef. beta=-.333) and meaningfulness (coef. beta=-.252) as key independent predictors of depression. Together with gratitude, pessimism and dispositional hope they explain 37% of variance of depression. Perceived hope is most predicted by optimism, meaningfulness and gratitude. Mediation analyses revealed direct effect of dispositional hope on depression (b=.13, p<0.001) but its indirect effect through perceived hope was larger (b=-.32, p<0.001).

Our findings support the distinction between concepts of perceived hope and dispositional hope.

**SY22.3 Comparison of Well-being and Hope in Four European Countries**

*C. Martin-Krumm, UEB, Rennes, France*

In this presentation we will focus on the results of a comparative study dealing with well-being in four European countries (France, Switzerland, Germany, and Czech Republic). Over 11,000 participants voluntarily completed questionnaires designed to measure different concepts linked to hope (passion, subjective well-being, etc.). We hypothesized that some differences would appear among these countries. Preliminary results of an invariance
measurement tests among the different scales of the four countries revealed that the different scales used in this study were comparable, as indicated by strong invariance. Overall, Switzerland obtained the highest scores of subjective well-being, whereas France’s scores are the weakest. We used also the multiple indicators multiple cause model (mimic) to explain these differences between countries. For hope, main effects for age, education level, main occupation, and social position were obtained for the two hope dimensions (pathway and agency). With the observed means, an increase in hope was obtained with age and education. However, this increase with age was not true for all variables. A decrease was observed with passion.

SY23 Positive Psychology and Disability: Current Research, Best Practices, and New Directions

R. Niemiec, VIA Institute on Character, Cincinnati, Ohio, USA

This landmark symposium offers a call to the field of positive psychology to bring greater attention to applying positive psychology research and best practices to people with disabilities. The focus here will be people with intellectual/developmental disabilities, their parents, and those who offer interventions and support for them. This symposium brings together distinguished scientists in this field who will share their cutting edge research on positive psychology assessment and interventions. These individuals, spanning five universities/institutions are part of a small number of people in the world explicitly bringing positive psychology to this population. Participants will learn several specific studies that reflect the latest research and application of self-determination, character strengths, mindfulness, and group therapy with these individuals and/or their parents. Each presenter will also provide a succinct overview of the literature in each area as it relates to people with disabilities. We envision this symposium will provide a unique opportunity to further catalyze and advance the science and practice of positive psychology with this population.

SY23.1 Self-Determination and Positive Psychology: Assessment and Intervention

M. Wehmeyer, University of Kansas, Kansas, USA

This presentation will provide an overview of causal agency theory and interventions and assessments to promote self-determination derived from this theoretical perspective. Causal agency theory addresses the need for interventions and assessments pertaining to self-determination for all students, including students with disabilities, and incorporates the significant advances in understanding of disability and in the field of positive psychology. Data on the impact of self-determination interventions on school and post-school outcomes from two randomized-trials will be presented, as well as data from a large-scale self-determination assessment development project. Implications for supporting adolescents with and without disabilities to become causal agents over their life will be highlighted.

SY23.2 A Randomized Controlled Trial of Mindfulness-Based Positive Behavior Support (MBPBS) for Mothers of Children with Intellectual and Developmental Disabilities

N. Singh, Georgia Regents University, Augusta, Georgia, USA

It is axiomatic that many parents have to deal with the challenging behaviors of their children who have intellectual and developmental disabilities. Prescription medication and behavior management are the two most common methods such parents use to manage the challenging behaviors of their children. These interventions are focused on external control of the children’s behavior. A mindfulness-based intervention paired with positive behavior support (MBPBS) provides parents an alternative method where by changing their own behavior they indirectly produce changes in their children’s challenging behavior. We report a randomized controlled trial of this approach with parents who used either the standard behavior management strategies or the MBPBS approach to manage their child’s challenging behaviors. Data were collected on the children’s aggressive, disruptive, and compliance behaviors, as well as on parental stress and psychological well-being. Results showed that the children’s aggressive and disruptive behaviors decreased, and compliance minimally increased with the standard behavior management strategies. However, substantially greater decreases in the children’s aggressive and disruptive behaviors, as well as increased compliance, were evidenced with the MBPBS approach. Furthermore, there was decreased parental stress and increased psychological well-being only with the MBPBS approach. This approach suggests that a focus on
enabling parents to transform their own behaviors may be a viable and effective approach to positively changing the behaviors of their children.

**SY23.3 Positive Group Psychotherapy Modified For Adults With Intellectual Disabilities**

*D. Tomasulo, UPenn / New Jersey City University, Asbury Park, New Jersey, United States*

Specific evidence-based positive interventions drawn from positive psychology and positive psychotherapy have been incorporated into Interactive-Behavioral Therapy with promising results. IBT is the most widely used form of evidence-based psychotherapy for people with concomitant intellectual and psychiatric disabilities and is the first and only method featured by the American Psychological Association in their book *Healing Trauma: The Power of Group Treatment for People with Intellectual Disabilities*. This presentation will highlight the research on IBT and the modifications incorporated from positive psychotherapy.

**SY23.4 Character Strengths and Disability: The VIA Youth Survey and its Use in Adolescents with Intellectual and Developmental Disabilities**

*K. Shogren, University of Kansas, Kansas, United States*

Given the growing emphasis on strengths-based approaches to supporting children, youth, and adults with intellectual and developmental disabilities (Buntinx, 2013; Wehmeyer, 2013), there is a need for assessment tools that identify strengths and provide a framework for intervention development. The VIA Classification of Strengths (Peterson & Seligman, 2004) was developed in the field of positive psychology to provide a conceptual and measurement framework for character strengths and virtues. However, both the adult and youth version were developed and validated with people without disabilities, creating a need for examinations of the applicability of tools to those with disabilities, generally, and those with intellectual and developmental disabilities, specifically. We will present the results of the validation of the tool with adolescents with intellectual and developmental disabilities and applications for best practice in the assessment of character strengths in those with intellectual and developmental disabilities.

**SY24 Creating Positive Universities: Broadening the Reach of Positive Education into Higher Education**

*S. Green, The Positivity Institute, Sydney, NSW, Australia*

Positive education is now a formally recognised field (Seligman, 2009) with growing interest in application globally. It has to date primarily focused on school-based applications. However, there is growing interest and applications of positive psychology into higher educational institutions. In 2011, a special edition of the Journal of Positive Psychology was published on “The State of Positive Psychology in Higher Education.” The opening editorial noted “Positive psychology has been taught and applied in higher education for almost as long as it has existed as a field, and yet, with few exceptions, there is little in the way of published literature that brings all of these developments together” (Parks, 2011). This symposium will bring together applied research examples from universities in Australia, the USA and the UK providing examples of broad applications of positive psychology to enhance student, faculty and staff overall experience.

**SY24.1 Positive Psychology in Residence: Positive Education at St Paul’s College, University of Sydney**

*S. Green, The Positivity Institute, Sydney, NSW, Australia*

S. O’Connor, University of Sydney, Sydney, Australia

Whilst positive education continues to grow in the primary and secondary sectors (Green, 2014), there are limited but growing applications of positive psychology into higher education. The first positive psychology interventions for college students were designed with the goal of preventing depression. Seligman, Schulman, DeRubeis & Hollon (1999) offered a manualized, 8-week cognitive-behavioral program to college freshmen who were deemed at risk by virtue of their pessimistic explanatory style (Abramson, Seligman & Teasdale, 1978). Following that Seligman, Rashid & Parks (2006) created a well-being intervention for freshmen which was replicated by Parka-Sheiner in 2009 providing continued support for the use of positive psychology interventions for college students. Parks & Szanto (2013) conducted a positive psychology bibliotherapy intervention for freshmen and again found positive outcomes. In 2013 a “Certificate in Positive Education” Program was created and piloted at St. Paul’s College, a residential college at the University of Sydney,
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Australia. This program was open to all residents of the College. The program aimed to “make the strong stronger” and included guest presentations on a broad range of positive psychology topics based on Gaffney’s book *Flourishing*.

This presentation will include an overview of the Certificate Program including scientific data assessing well-being, resilience and academic achievement outcomes.

**SY24.2 Positive Psychology to Foster Deep Level Learning in University Students**

*L. Waters, University of Melbourne, Melbourne, Victoria, Australia*

*N. Brain, University of Melbourne, Melbourne, Victoria, Australia*

*G. Slemp, University of Melbourne, Melbourne, Victoria, Australia*

Lucas and Mladenovici (2004) have identified three key principles of effective teaching in higher education that lead to deep level learning: creating a learning environment associated with enjoyment rather than pain; providing autonomy and choice within a supportive and challenging structure; and creating a teacher-student relationship of generosity and connection rather than superiority and separation. Such teaching principles foster student learning beyond fact accumulation and repetition, toward meaningful learning by “changing the way learners understand, or experience, or conceptualise the world around them” (Ramsden, 2003). This paper will outline how these three higher education teaching principles have been infused into the undergraduate positive psychology subjects offered at the University of Melbourne. We will present the impact of these approaches as captured through sources of qualitative and quantitative data such as student reflective assignments, an appreciative inquiry summit and the University of Melbourne Student Experience Survey. Results suggest that the use of positive psychology as both curriculum and pedagogy created the conditions that Ramsden identified as being effective for meaningful learning in higher education.

**SY24.3 Strengths-based Academic Advising**

*A. Parks, Hiram University, Hiram, Ohio, United States*

Numerous calls have been made for the use of strengths assessments in career counseling, particularly at the college level, but little research has examined the efficacy of such a program compared to more “standard care” approaches. In the current study, undergraduate juniors at Hiram College are randomly assigned to either receive Strengths-Based Counseling (SBC) – which consists of taking the VIA strengths inventory and engaging in a discussion with the career counselor about career choices that would allow the individual to take advantage of his or her strengths – or Traditional Counseling (TC), in which participants take the Strong Interests Inventory, a standard career counseling measure that identifies careers a person might find interesting. In both cases, participants receive two sessions with the career center as juniors, and a follow-up session as seniors. All participants are tracked over the course of their senior year, as well as a year past graduation, to determine whether the two groups differ in anxiety about employment, efforts made to find employment prior to and after graduation, success in obtaining a job, and satisfaction in that job.

**SY24.4 The Magic of MAPP: An Evaluation of Student Experience of MAPP**

*C. van Nieuwerburgh, University of East London, London, United Kingdom*

There is a global increase in the teaching of positive psychology at postgraduate level. Anecdotally, it has been suggested that university-based positive psychology programmes can be “life changing.” This study aimed to enhance our understanding of the positive life experiences of students registered on a Masters in Applied Positive Psychology (MAPP). This was an exploratory qualitative study. Five postgraduate students undertaking a MAPP at the University of East London were interviewed by the researcher. Interpretative phenomenological analysis was used to identify emerging themes before these were carefully analysed and clustered into a number of overarching themes. Participants reported experiencing a number of positive life changes as a result of the MAPP programme. Key themes that emerged were the sense that there were “a myriad of different
thoughts and potential opportunities"; that studying positive psychology was "like coming home"; that participants enjoyed having time for reflection; and the sense that "it’s all about the people." The positive life changing experiences of participants aligned with Martin Seligman’s “Magic of MAPP” components. Furthermore, this study raised the question of whether the MAPP programme was, in itself, a positive psychological intervention.

SY25  Character Strengths Use At Work

C. Harzer, University of Kassel, Kassel, Germany

Character strengths are hypothesized to contribute to human thriving. However, the study of the effects of their active use on work-related functioning is only in its beginning. The proposed symposium attempts to further fill this gap, and to provide evidence for positive outcomes of work-related strengths use, mechanisms underlying these correlations, and organizational antecedents of strengths use at work. It is composed of four presentations by researchers from Universities in Canada, Germany, Israel, and the USA. There will be presentations of cross-sectional, intervention, and diary studies examining various samples (i.e., students, workers from the health sector, teachers, mixed samples of working adults) to investigate the role of strengths use for outcomes like well-being, burnout, positive experiences at work, and job performance. Theoretical and practical implications of the results will be discussed. Furthermore, results will be discussed in the light of when strengths-related person-job fit (i.e., application of signature strengths) or strengths use in general seems to be especially relevant for positive work-related outcomes.

SY25.1  Developing Strengths Use at Work: Findings from a New Intervention Program

P. Dubreuil, Université du Québec à Trois-Rivières
J. Forest, Université du Québec à Montréal
N. Gillet, Université de Tours
A. Thibault-Landry, Université du Québec à Montréal
L. Crevier-Braud, Université du Québec à Montréal
S. Girouard, Université du Québec à Montréal

Over the last years, positive psychology has gradually started to expand from a fundamental to an applied science. The strengths movement, one of the main pillars of positive psychology, has followed the same course and new interventions involving strengths use are now being developed and tested in various settings. In this perspective, the present study investigated the effects of an intervention program aimed at developing strengths use at work. A sample of 73 workers from the health sector completed measures of strengths knowledge, strengths use and well-being before (time 1) and after (time 2 – three months) the intervention program. Preliminary results show that the intervention program significantly increased workers’ strengths knowledge, strengths use and well-being. Theoretical and practical implications will be discussed.

SY25.2  The Role of Strengths Use in Teachers

C. Harzer, University of Kassel, Kassel, Germany

Previous studies on the role of strengths use for work-related outcomes have shown that the application of signature strengths at work was positively associated with different aspects of job performance, positive experiences at work, and seeing the job as a calling. Mixed samples of employees from various occupations were studied predominantly, therefore, very little is known right now about job-specific effects of strengths use. As teachers are multipliers due to their intensive contacts with students, they are an occupational group with a large impact. A sample of 359 teachers filled in self-rating measures assessing character strengths as traits, the applicability of character strengths, positive experiences at work, and burnout, but also teacher-specific performance-related outcomes like providing cognitive activating lessons and social support for students. Results showed that the application of signature strengths fosters positive experiences at work and performance-related outcomes in teachers. However, for some variables also the general strengths use seems to be of relevance. Results will be discussed in the light of when strengths-related person-job fit (i.e., application of signature strengths) or strengths use in general seems to be especially relevant for positive work-related outcomes. Limitations regarding research design, and research and practical implications will be discussed.
Character strengths are hypothesized to contribute to human thriving. However, the effects of their use on work functioning have rarely been studied. The proposed presentation attempts to fill this void, and provide evidence for potential correlates of strengths use at work, mechanisms underlying these correlations, and organizational antecedents of strengths use at work. Specifically, we focus on an international study of 1,094 working individuals, which indicated that character strengths use at work was associated with higher productivity, organizational citizenship behavior (OCB), and job satisfaction. These associations were mediated by workers’ engagement and positive affect. Furthermore, using one’s personally defined signature strengths was not more highly associated with job satisfaction and turnover intentions than using strengths which were consistently associated with well-being. Acknowledging the potential benefits of strengths use demonstrated in this study, a complementary daily diary study (N = 120) pointed to supervisors’ support (and not colleagues’ support) as a significant predictor of strengths use. Taken together, these studies point to the potential of increasing strengths use at work, and suggest a mechanism for doing so.

The present study examined the role of strengths use among a sample of 330 undergraduate students. We examined levels of the components of career adaptability – which are considered to be self-regulatory strengths – along with levels of student strengths use. Strengths use moderately correlated with all four of the self-regulatory strengths – concern, control, curiosity, and confidence. Furthermore, a moderated, multiple mediation model was used to test the influence of strengths use on the presence of self-regulatory strengths and positive outcomes like career decision self-efficacy (CDSE). Results revealed that despite the presence of these self-regulatory strengths, it is important that students actually use their strengths. Students with the self-regulatory strength of curiosity, for example, only benefited from this strength when they had high levels of strengths use. In fact, for students low in strengths use, possessing the strength of curiosity actually led to decreased CDSE. The present study highlights that aside from possessing certain strengths, students actually need to use these strengths. Directions for future research are discussed.

Adversities are an unavoidable, universal part of the human experience. Striving to achieve meaningful goals, pursuing our purpose, or standing up for our values are acts which often entail facing stress, hardship, and failure. For positive psychology to promote a life well lived, we must strive to acquire knowledge of how individuals persevere and take action when facing difficult situations. We propose that positive psychology can enable individuals to take action and strive through adversities. Our first presentation, by wellness coach Joshua Steinfeldt, explores the role that adversity-related strengths can play in coaching and suggests ways that the coaching process itself can foster the inner resources needed to reach important goals. Emilia Lahti will then present research on the Finnish construct of sisu, which denotes extraordinary determination and courage in the face of adversity. No language has a monopoly on the vocabulary for describing the good life, and sisu is an example of a powerful cultural construct that can increase our understanding of how humans exceed themselves and ‘lean into discomfort.’ Finally, Cynthia Pury will present an overview of courage research that focuses on the subjective assessment of risks and goals, with three specific implications for enhancing courage.

In my work as a wellness coach, individuals often present themselves because they are facing some sort of adversity,
feeling stuck, gridlocked, or like they have come to a dead-end on the road to living their best life. Client adversities vary in number, type, and severity. Some may be physical such as cancer, heart disease, hypertension, or diabetes, while others are more psychologically-based, like shame, guilt, and negative self-talk.

After working with hundreds of individuals all over the United States and internationally, I have observed that those who make a courageous choice to lean into discomfort are the ones who succeed in making meaningful and lasting lifestyle changes. But I have also come to believe that we should not put all of the responsibility on individuals to be courageous by themselves. I propose that warm, trusting, empathic, and nonjudgmental connection may be at the heart of empowering individuals to lean into discomfort. If we can create a safe space for others (where they feel they can be vulnerable), and cultivate inner resources, such as courage and sisu, we can help many more individuals overcome adversity and live out their vision of a life well lived.

**SY26.2 Sisu: Extraordinary Courage and Determination in the Face of Adversity**

*E. Lahti, Aalto University*

Sisu is an age-old Finnish construct referring to extraordinary determination in the face of adversity. It has been mainly studied as a cultural construct and my recent study was the first to explore sisu as a psychological capacity. The majority (83%) of the respondents to the survey (N=1,060, 97% Finnish) believed that sisu is a quality that can be cultivated through conscious effort (rather than being something entirely innate). Overall, the most commonly held view of sisu is that of a powerful psychological strength capacity to overcome adversity (62%), rather than the ability to be persistent and stick to a task (34%). Sisu seems to overlap with certain achievement aspects of grit but differs in its emphasis on short-term intensity rather than long-term stamina.

Sisu seems to relate to an action mindset; a consistent, courageous approach toward challenges that seem to exceed our observed capacities. It’s a new term in the field of positive psychology, and I propose that sisu may contribute to our understanding of the determinants of resilience and overcoming adversity. The goal of my research is to expand the realms of our language and understanding, and to thus transform the ways in which we perceive our abilities.

**SY26.3 Inspiring Courage: A Goals-and-Risks View on Courage Interventions**

*C. Pury, Clemson University, Clemson, South Carolina, United States*

I study courage as the intentional pursuit of a noble or worthwhile goal despite perceived threat to the actor. Understanding courage as containing two subjective components—a perceived worthy goal balanced against a perceived risk to the actor—allows us to think about the construct in new ways that can inform courage interventions. First, we can view courage as either an act taken by the actor or as an accolade bestowed on an act by an observer. This includes actors themselves reflecting on past actions. A variety of biases influence accolade courage, and these may influence a client’s perception of his current ability to be courageous. Second, we can consider different types of goal-risk pairs as particularly likely in nature, thus giving rise to different types of courage as well as giving rise to individual differences in what one is willing to be courageous for and despite. Third, or perhaps it should be first, would-be developers of courage interventions need to consider the possibility of foolish courage (taking risks for relatively worthless goals) or even bad courage (taking risks for goals that are detrimental to society). Data from a variety of studies will be presented.

**SY27 The Promotion of Eudaimonic Well-being Across the Life Span**

*C. Ruini, Department of Psychology, University of Bologna, Bologna, Italy*

Eudaimonic well-being is receiving increasing attention for its protective role for physical and mental health. Its promotion is thus crucial, particularly in vulnerable stages of life. The aim of this symposium is to provide an overview of interventions for the promotion of eudaimonic well-being using a life span perspective. The five international contributions of this symposium will present empirical
investigations with participants belonging to different age cohorts. Beginning with school children who received a class protocol based on narrative techniques, presentations will move to college students, to adult depressed patients treated with positive psychotherapy, to conclude with positive interventions designed for aging populations. The presentations will highlight the characteristics of eudaimonic well-being according to the specific life stages, and the different techniques adopted to promote it.

Even though eudaimonic well-being tends to be more stable compared to the hedonic one, empirical results derived from these contributions highlight that it may be improved by brief, multidimensional interventions. Their beneficial effects are extended also to the abatement of symptomatology. These interventions may be applicable in different settings (educational, clinical, community) and represent cost-effective strategies for the prevention and treatment of psychological distress across the life span.

SY27.1 The Promotion of Positive Psychological Functioning in Elementary School Children by the Use of Fairy Tales

C. Ruini, Department of Psychology, University of Bologna, Bologna, Italy
F. Vescovelli
F. Ottolini

Background: Schools represent the optimal context for increasing students’ well-being and psychosocial skills. The study aim was to test the efficacy of a fairy-tale based intervention aimed at promoting positive psychological functioning and reducing psychological distress.

Methods: The sample was composed of 95 Italian elementary school students (Female=47; MAge=9.2, SD=0.4), and five teachers (Female=4; MAge=42, SD=10.3). Students received a four-session school intervention; each session focused on a traditional fairy tale, dealing with a specific emotion. Children completed the following self-report questionnaires: Revised Children’s Manifest Anxiety Scale, Symptom Questionnaire, Cognitive Triad Inventory for Children, Children’s Somatization Inventory, and Psychological Well-Being Scales. Teachers assessed their students’ psychological functioning completing the Strengths and Difficulties Questionnaire. The assessment was repeated at pre, post-intervention and 3-month follow-up.

Results: At post-intervention, self-rated anxious and depressive symptoms decreased. A positive increasing trend in children well-being was found. Coherently, teachers observed more prosocial behaviours in their students at follow-up.

Conclusions: These preliminary findings suggest the feasibility of narrative techniques for promoting psychological functioning in elementary school. Future studies should test their efficacy with appropriate control groups.

SY27.2 Combining Mindfulness and Gratitude Interventions to Facilitate Student Well-being in an African University Context

T. Guse, University of Johannesburg, South Africa
G. du Plessis
C. Saccaggi

Introduction: Enhancing student well-being is important because it may contribute to future career success and health. Studies in the African context remain limited. Many students at South African universities are first generation students from resource-constrained backgrounds. Interventions to enhance well-being could support students in adapting to the university context and to flourishing academically and psychologically. This study aimed to implement and evaluate the effect of a combined mindfulness and gratitude intervention on the well-being of first year students.

Method: First year students (n = 675) participated in mindfulness and gratitude activities over the course of an academic semester (12 weeks). They completed measures of hedonic and eudaimonic well-being before, during and after completion of the interventions. T-tests and mixed between-within ANOVAs were implemented to evaluate the effect of the interventions.

Results: There was no statistically significant difference in well-being after the interventions for the group as a whole. The sample was then divided into two groups (high and low initial well-being). Participants from the low well-being group showed a significant increase in well-being. Surprisingly participants from the high well-being group showed a significant decrease over time, although their level of well-being remained relatively high. Possible explanations for the findings will be offered.
SY27.3  A Comparative Study on the Effectiveness of a Positive Psychology Intervention and a Cognitive Behavioral Therapy for Clinical Depression

C. Vazquez, Complutense University, Madrid, Spain
C. Covadonga Chaves
I. Lopez-Gomez
G. Hervas

The aim of this study was to analyze the efficacy of a positive psychology intervention (PPI) compared to a standard CBT for depression. The PPI was designed based on the idea that well-being includes components of hedonic or subjective well-being (e.g., positive affect, life satisfaction; Diener, 1984) as well as components of eudaimononic or psychological well-being (e.g., self-acceptance, positive relations, autonomy, purpose in life, environmental mastery, personal growth; Ryff, 1989).

Adult women (N=96) with a DSM-IV-TR diagnosis of major depression or dysthymia (SCID-I) were assigned to one of two manualized group interventions: a PPI group or a CBT group (Muñoz et al., 1995). Both protocols had a 10-session format. Outcomes included clinical measures (e.g., BDI, ATQ-30) and well-being measures (e.g., PANAS, SWLS, PWBS). The same measures were assessed again six months later.

Repeated measures MANOVAs showed that PPI and CBT yielded a similar pattern of decreases in clinical measures (i.e., depression, negative automatic thoughts) and increases in positive outcomes (i.e., positive emotions, satisfaction with life, psychological well-being).

PPI can be as effective as commonly used psychological interventions in enhancing subjective and psychological well-being, as well as in helping to reduce depressive symptoms. Future directions will be discussed.

SY27.4  The Effects of Life-review on Psychological Well-being

E. Bohlmeijer, University of Twente, The Netherlands
G. Westerhof
S. Lamers

Life-review has been defined as a structured evaluation of one’s past. Life-review may not only decrease depressive symptoms but also increase psychological well-being. Life-review aims to increase meaning in life and mastery by integrating negative memories in a more meaningful life story and by stimulating the retrieval of memories of successful coping. Data is presented from a randomized controlled trial that investigated the short-term and long-term effects of life-review as online-guided self-help in adults (40+) with moderate depressive symptomatology on psychological well-being. Effects of life-review (n = 58) were compared with a waiting list group (n = 58) and an expressive writing intervention (n = 58) on depressive symptoms and psychological well-being. Compared with the waiting list, life-review significantly reduced depressive symptoms (d=0.35) and enhanced psychological well-being (d = 0.27). Life-review was not more effective than expressive writing. Additionally a short case-study is presented to illustrate how the intervention has worked for one participant. It is concluded that life-review is effective as self-help for middle-aged and older adults with moderate depressive symptomatology in increasing psychological well-being.

SY27.5  Lighten UP! Promoting Well-being in Older Adults

E. Friedman, Purdue University, West Lafayette, Indiana, USA
C. Ruini, Department of Psychology, University of Bologna, Bologna, Italy
J.E. Mahoney, University of Wisconsin-Madison, Institute on Aging, Madison, USA
L. Jaros, Kenosha County, Aging and Disability Resource Center, Kenosha, USA
C. Ryff, University of Wisconsin-Madison, Institute on Aging, Madison, USA

Background: The decline in well-being could have negative impact in terms of mortality and morbidity outcome. To date there are no well-being-based interventions for use among older adults, whose poor mental health may be less likely to be recognized and treated. The aim of this investigation was to test a program to promote psychological well-being in older adults.

Methods: 60 men and women (mean age= 73.6) were recruited by advertisement and participated in an 8-week program (Lighten up! Program) that included group discussions of experiences of well-being and obstacles to well-being. Participants were introduced to cognitive behavioral
therapy concepts (e.g. automatic negative thoughts) as well as specific types of well-being (hedonic vs eudaimonic). Pre and post intervention, participants were assessed with Ryff’s Psychological Well-being Scale, SF-12, Geriatric Depression Scale, and UCLA loneliness scale.

Results: Preliminary results suggest that, at the end of the 8 weeks, participants significantly reported decreased levels of depression and loneliness (p<0.05), increased PWB, and a global satisfaction with the program.

Conclusions: This pilot investigation suggests the feasibility and effectiveness of a short group program for enhancing well-being in older adults.

**SY28  Positive Education for Youth Worldwide: Moving a Generation from Surviving to Thriving**

*S. Leventhal, CorStone, Mill Valley, California, USA*

There are 2.2 billion children and adolescents worldwide; 90% live in low- and middle-income countries. While we have made significant progress in poverty-reduction—the number of people in extreme poverty worldwide has more than halved since 1990—our efforts can be improved. Helping children to survive is good; empowering children to thrive is not only better, but within our grasp.

Positive education provides a foundational step in helping youth to thrive—one often missing in programs to improve well-being and reduce poverty. In 2013-14, CorStone undertook a randomized controlled trial of a Positive Education intervention (Girls First) among 3,400 high-poverty girls in 76 schools in rural India. One of the largest-ever trials of its kind, results showed that a holistic curriculum, focused on improving emotional, social, physical and educational well-being, led to better outcomes than any single component.

In this presentation, we review lessons learned, including scalability and feasibility of this and similar programs among marginalized youth, and considerations in adapting positive education programs and concepts from high- to low-income countries and back. We invite participants to consider how positive education could increase the impact of efforts to empower marginalized youth worldwide, moving the next generation from surviving to thriving.

**SY29  South Australia, State of Well-being from Vision to Reality**

*G. Kelly, Wellbeing and Resilience Centre, South Australian Health and Medical Research Institute, South Australia, Australia*

South Australia has launched an ambitious project to systematically measure and build the well-being of its population. Following Professor Martin Seligman’s residency and his challenge to the Premier, the Wellbeing and Resilience Centre is creating affordable, scalable positive psychology tools and interventions for individuals, community groups, and organisations, across a range of sectors and industries. In this Symposium, the Director of the Wellbeing and Resilience Centre, Gabrielle Kelly, will outline the systematic (and Herculean) approach to achieving a ‘State of Wellbeing’. Dr Rhonda Cornum will describe how the Master Resilience Training, developed for the US military, is being adapted for employees of the auto industry facing certain job loss when automotive manufacturing ceases in South Australia in 2017. The South Australian Commissioner for Public Employment, Erma Ranieri, will explain how the well-being agenda strengthens the cultural change sweeping the public sector, while Janet O’Hehir will present the case for the development of the ‘PERMA Plus’ model applied to both the research and evaluation of projects. Finally, Dr Jill Antonishak and Gabrielle Kelly will summarise how affordable, large scale positive psychology, well-being and resilience training and education can be achieved in a public health context.

**SY29.1**

*G. Kelly, Wellbeing and Resilience Centre, South Australian Health and Medical Research Institute, South Australia, Australia*

The Seligman residency was the powerful catalyst for measuring and building well-being at scale across South Australia. Gabrielle Kelly tells how the Wellbeing and Resilience Centre is setting in motion universal measurement, scale training and education, and accessible positive psychology interventions for broad use in the public and private sector and in cohorts including school students, disadvantaged youth, unemployed people, volunteers, cancer survivors, parents of premature babies, and older citizens. Taking a “velvet lasso” approach to align statewide collaborative efforts, a determined approach to rolling out measurement and intervention projects across many
sectors in parallel, the State of Wellbeing agenda has solid traction and the strategic and political force to drive it forward. Supported by state government and the political opposition, philanthropy, and organisations, the Centre is researching and creating new knowledge about building well-being at scale in a democracy. It will build South Australia’s mental health assets, and create the intellectual and research capital for a vibrant well-being and resilience products and services industry in Australia.

**SY29.2**

*R. Cornum, TechWerks, North Middletown, Kentucky, USA*

Brigadier General (Ret) Rhonda Cornum will discuss how the Techwerks resilience training developed for the US Navy has been adapted for delivery to a cohort of auto manufacturers who are facing certain redundancy due to the closure of GM Holden’s South Australian operations by the end of 2017. Dr. Cornum will refer to the methodology of resilience skills transmission which maintains a fidelity to model and is based upon sound research. She will recount the development of the auto manufacturing project and address the issues that emerge in delivering training in a command and control environment of the military versus the workplace. Finally, Dr. Cornum will share her insights into train the trainer approaches among distributed networks of people.

**SY29.3**

*J. O’Hehir, Wellbeing and Resilience Centre*

Underpinning the work of the Wellbeing and Resilience Centre has been the establishment of research functions that inform the positive psychology interventions selected for each cohort. Janet O’Hehir will outline the approach being taken to develop a research agenda in the well-being and resilience field, from the baseline measurement of individuals of all ages to the evaluation of the impact of well-being interventions. With the multiple aims of producing well-being measures at the individual level, demonstrating the impact of interventions and building longitudinal data sets, the research function has needed to balance pragmatism with process. At times, the competing interests of the rigour of a research institution, and the dynamism of a commercial entity tasked with addressing public health issues, has proven challenging. This presentation will highlight how the Wellbeing and Resilience Centre is managing these complexities, present some emerging findings from the cohort studies and outline the future of well-being research in South Australia.

**SY29.4**

*E. Ranieri, Commissioner of Public Employment, South Australia, Australia*

Erma Ranieri will address the impact of the State of Wellbeing agenda on the public sector, and the politics and pragmatics of change within that system. The experience of early adopters within the South Australian public sector has indicated that deep cultural engagement is critical to help address the system lag that prevents many departments from embedding beneficial and highly necessary in the workplace. Case studies will be presented on Country Health, with 8000 employees across South Australia’s regions, and Families SA, a department determined to improve the well-being of its staff and advance difficult issues relating to child protection. Ms. Ranieri will examine the rising costs associated with rising psychological injury claims in public sector workforces worldwide that provide the logic for adoption of the well-being agenda.

**SY29.5**

*G. Kelly, Wellbeing and Resilience Centre, South Australian Health and Medical Research Institute, South Australia, Australia*

*J. Antonishak, Techwerks Training, Academic Lead*

Dr. Jill Antonishak and Gabrielle Kelly will describe the approach to large scale affordable training on offer to teachers, aged care workers, employees and manufacturers, necessary to deliver well-being and positive psychology training across a state. The Wellbeing and Resilience Centre has partnered with training and education providers including Techwerks, Flinders University, TAFE SA, and Central Queensland University, to build an integrated platform for positive psychology and resilience training and education in South Australia. This will develop local expertise as well as bringing global talent to South Australia to undertake training and research with world class providers.
Symposium Abstracts

SY30  Good Work and Vital Engagement in the Professions

J. Nakamura, Claremont Graduate University, Claremont, California, USA

M. Csikszentmihalyi, Claremont Graduate University, Claremont, California, USA (Discussant)

The papers presented in this Symposium report different facets of a national study of educational implications of the good work concept developed by Gardner, Csikszentmihalyi, and Damon (2001). This study, supported by the Spencer Foundation, is based on surveys and interviews with several hundred members of professions vital to society—such as physicians, bankers, teachers and public accountants—to examine how one learns to do work that is excellent, ethical, and engaged—that is, good work.

The presentation by Thomas Chan explores the relationship between vital engagement (Nakamura, 2001), work that is both enjoyable and meaningful, and positive work outcomes. Brittany Branand examines the effects of vital engagement on work-home interference. Veronica Fruith presents an intensive case-study of a program training teachers to do good work. Lastly, Jeanne Nakamura reports on the relationship of mentoring for good work to professionals’ attitudes toward their work.

Taken together, these papers present a comprehensive first step to applying the concept of good work to a variety of professions that are indispensable to a civil society, and they provide the groundwork for building what has been called the “third pillar” of Positive Psychology—positive institutions.

SY30.1  The Contributions of Vital Engagement to Good Work

T. Chan, Claremont Graduate University, Claremont, California, USA

On average, Americans spend most waking weekday hours engaging in work-related activities (Bureau of Labor Statistics, 2014). Given the vast amount of time spent working, it is not surprising that one’s occupation has become a source of identity (Gibson, 2003). Although work is a significant component of who we are—relatively little empirical work has investigated the conditions that foster “optimal work experiences.”

One proposed contributor to optimal experience in the workplace is flow—the complete immersion in an activity through the development and usage of skills to meet ever-increasing challenges (Csikszentmihalyi, 1991). However, the experience of flow alone may not be enough to make one’s work optimal—given people may experience flow in jobs that might lack meaning. The current study investigates whether vital engagement—the experience of flow in personally meaningful work (Nakamura & Csikszentmihalyi, 2003)—predicts optimal work outcomes (e.g., satisfaction, efficacy, commitment). The experience of vital engagement was examined by surveying a sample of physicians, bankers, teachers and accountants. Results suggest that the combination of experienced flow in meaningful work predicted work outcomes, lending support to the vital engagement framework. Findings have theoretical and applied implications for workplace practices in fostering good work.

SY30.2  Vital Engagement and Work-life Balance

B. Branand, Claremont Graduate University, Claremont, California, USA

In our complex world, each individual has multi-faceted roles; for example, we are a parent, child, sibling, teacher, mentor, friend, boss and employee. These important roles often compete for one’s limited time and resources. Work-home interference (WHI) is a form of inter-role conflict in which the demands of work and the demands of home are at odds with one another (Greenhaus & Beutell, 1985; van Hoof, Geurs, Kompier, & Taris, 2006). A large body of literature over the past three decades clearly demonstrates that conflict between work and home correlates negatively with job satisfaction (Casper, Eby, Bordeaux, Lockwood, & Lambert, 2007). However, little research has considered attitudes towards work that might impact this relationship. The vital engagement aspect of good work offers a potential window through which to view the relationship between work-home interference and job satisfaction. Meaning and flow, shown to be components of the vital engagement aspect of good work, are strongly associated with job satisfaction (Peterson, Park, & Seligman, 2005). The present study investigated the role of vital engagement at work in the relationship between work-home interference and job satisfaction. Survey data from U.S. professionals was examined to help illuminate the impact of vital engagement.
SY30.3  Training Teachers to do Good Work: A Case Study of Excellence, Ethics, and Engagement in Teacher Education

V. Fruith, University of Wisconsin-Whitewater, Wisconsin, USA
S. Dias, Claremont Graduate University, Claremont, California, USA

In an increasingly diverse nation faced with educational inequality, training teachers to hold themselves to a standard of excellence, engage deeply in their work, and embody an ethical imperative is critical. A mixed methods case study investigated the application of the good-work values in a mission-driven teacher education program. Analyses of interview, observational, and ESM-style interaction-report data showed how the values of excellence, ethics, and engagement can be enacted in teacher education and fostered in program faculty, staff, and novice teachers. Good-work values were maintained by selecting mission-aligned faculty advisors, structuring a supportive and equitable environment, and shaping faculty advisors to better embody the program’s mission. In a nested training structure, program directors actively used these mechanisms to transmit good-work values to faculty advisors, who in turn encouraged these values in the novice teachers they trained. A discussion of how good-work values can be embedded in teacher education and nurtured in novice teachers is provided, and the implications of these findings in light of the current educational landscape are considered.

SY30.4  Mentoring and Its Relationship to Good Work

J. Nakamura, Claremont Graduate University, Claremont, California, USA
M. Csikszentmihalyi, Claremont Graduate University, Claremont, California, USA

Mentoring has been of keen interest in organizational and developmental psychology as a contributor to the professional success and personal growth of young professionals. Yet to date little attention has been given to its potential role in fostering a commitment to good work and to one’s profession. Qualitative case studies of lineages in science have provided evidence that values and practices supporting good work (e.g., honesty and integrity) may be attributed to outstanding mentors by their students and the values and practices may be perpetuated across generations (Nakamura, Shernoff, & Hooker, 2009). However, that study focused on a single domain, and the effect of mentoring may have been unusually great because it is the key vehicle of training in the sciences. To examine the correlates of “good-work mentoring” more systematically and address the question of generalizability beyond graduate education in science, professions outside the sciences were studied. Analysis of survey data about the perceived impact of mentoring shows a significant relationship of good-work mentoring to key work attitudes.

SY31  Freedom and Responsibility in Cultural Context

K. Sheldon, University of Missouri, Columbia, Missouri, United States

Much positive psychology research (i.e., Self-determination theory) addresses peoples’ struggle for greater autonomy and psychological freedom. However, little research has addressed the social obligations and responsibilities that come along with greater freedom. This symposium, drawing upon recent research funded by the Higher School of Economics in Russia, starts with the assumption that freedom and responsibility emerge together (Leontiev, 2004). Setting the stage, Leontiev will discuss the theoretical issues and present data showing that trait freedom (i.e. autonomy) and trait responsibility are positively correlated, rather than being negatively correlated as one would expect if freedom entails shirking responsibility. Leontiev will also show that trait responsibility is associated with more autonomous goal pursuit. Gordeeva will discuss the problem of lesser responsibility-taking in Russia, explaining the societal roots of the syndrome and showing the extra achievement and well-being benefits gained by Russians (compared to Americans) when they take responsibility for outcomes. Sheldon will describe recent experimental studies showing that when authorities grant subordinates freedom, subordinates are more likely to assume responsibility (rather than make excuses) when things go wrong. Osin will present data concerning Russians’ lay theories of freedom, showing that older Russians may have maladaptive beliefs concerning the sources of freedom.
SYMPOSIUM ABSTRACTS

SY31.1 The Two Sides of Responsibility

D. Leontiev, Higher School of Economics, Moscow, Russia
K. Sheldon, University of Missouri, Columbia, Missouri, USA
D. Suchkov, Higher School of Economics, Moscow, Russia

Responsibility is usually treated as a constraint upon freedom, rather than as an intrinsic good. However, it has been repeatedly argued that mature freedom and responsibility can be mutually enhancing, rather than being in conflict. In the complementary model of freedom and responsibility, these are the two sides of personal causality (Leontiev, 1993; Kaliteevskaya & Leontiev, 2004); freedom reflects the problem of personal agency and responsibility reflects the problem of social integration. Responsibility can be deliberately self-chosen (autonomous) or it can be accepted only for extrinsic reasons; in the first case responsibility increases freedom, but in the second case, responsibility limits freedom. Our new data show that trait responsibility measured by two independent scales and trait autonomy are positively correlated (i.e. they indeed “go together”), in both American and Russian students. Still, the correlation is significantly lower in the Russian students, indicating that the link between freedom and responsibility may be weaker or inhibited in this cultural group. In both samples, however, trait responsibility was associated with more autonomous goal-setting. Thus, being a “taker of responsibility” may increase (rather than decrease) freedom, by increasing one’s ability to select deeply self-concordant goals.

SY31.2 The Functional and Happiness Benefits of Taking Responsibility: Greater in Russia than the U.S.

T. Gordeeva, Higher School of Economics
M. Lynch, University of Rochester, New York, USA
T. Ivanova, Higher School of Economics

Social responsibility is an important human strength which has received little attention in positive psychology research. Social responsibility links individual actors to social contexts, resolving potential conflicts between agency and communion concerns. As a country intermediate between the west and the east, whose citizens are low on both individualism and collectivism, Russia is a perfect laboratory for studying the difficulties and benefits of social responsibility. This talk will first show that Russian university students are significantly lower in trait responsibility than U.S. students, although the two samples do not differ on the related constructs of trait conscientiousness, trait autonomy, and dispositional need for achievement. We will then show that Russian students who resist this predominant trend gain extra functional and happiness benefits: more responsible Russian participants invested greater effort towards and better attained their semester goals (compared to American participants), and took more action to express their values. In addition, more responsible Russian participants experienced increased well-being over time, had fewer discrepancies between their actual and ideal self-concepts, and were more satisfied with their country. We will discuss the reasons Russians tend to be averse to responsibility-taking and why doing so has strong benefits for them, nevertheless.

SY31.3 Freedom, Responsibility, and Excuse-Making: Experimental Studies

K. Sheldon, University of Missouri, Columbia, Missouri, USA
E. Rasskazova, Higher School of Economics

We conducted 2 (Task Assigner allows the Participant Freedom to Decide how to do the Task: Present or Absent) x 2 (Participant’s Responsibility for the Result, be it Positive or Negative: Present or Absent) between-subjects experiments to examine the effects of the two factors upon responsibility-taking and excuse-making after failure. The research was based on Sheldon and Schactman’s (2007) study integrating Deci and Ryan’s Self-determination Theory and Schlenker’s triangle model of excuse-making, extending that research in several ways. Participants in the Freedom conditions were more willing to accept responsibility after failure, and less prone to use the “it was not my problem” excuse. The Responsibility condition had few effects, except that those in this condition were more likely to use the “It was out of my control” excuse. All of the Freedom condition effects were mediated by the perceived autonomy-supportiveness of the task-assigner. We will also present several effects involving the between-subject factor of Sample (U.S. vs Russia) and the within-subject factor of Type of Attribution for Failure (made Publically or Privately). Results suggest that giving subordinates freedom helps them to assume, rather than shirk, responsibility for failures.
We studied peoples’ lay theories of the sources of freedom, in association with their actual feelings of freedom, in a nationally representative Russian sample (N=1500). Using a variable-based approach, we found that feelings of freedom were stronger in male, higher-income, and city-dwelling respondents; in contrast, female, lower-income, and rural participants felt less free. Although younger and older participants did not differ in the amount of felt freedom, younger participants were more likely to see autonomous action as a necessary condition to feel free. Consistent with the general theme of our symposium, the idea that freedom requires taking responsibility was endorsed by most respondents, and was associated with the perceived value of freedom. A hierarchical cluster analysis revealed four types of people: Those who believe freedom is an inward position taken by personality (38%), those who believe freedom is dependent on circumstances (28%), those who believe freedom is a value to be pursued by overcoming boundaries (17%), and those who believe freedom is an unclear or illusory notion (16%). The “freedom is a value” group especially endorsed the idea that being free involves taking responsibility; they believe that people must shoulder, rather than avoid, the burdens that might impede freedom.

SY32 Online Positive Psychological Interventions: From Development to Implementation

S. M. A. Lamers, University of Twente, Enschede, The Netherlands

Behavioral intervention technologies are increasingly playing a role in improving the accessibility, relevance, and usage of positive psychological processes. Early research on online positive psychological interventions (oPPIs; e.g., Seligman, Steen, Park, & Peterson, 2005), mainly made use of the internet to conveniently recruit participants and failed to take advantage of exciting possibilities afforded through technological instantiations of positive psychological principles. In this symposium, five presentations will highlight the new wave of oPPIs with a stronger focus on developing innovative interventions, rigorous and creative evaluation, and widespread implementation. Presentations will touch on issues of design including user-centered design and usability, evaluation including both quantitative and qualitative methods, and implementations to wide populations and healthcare networks. Interventions represented in this symposium span possible delivery sources from websites to mobile applications and make use of various forms of support from peers to professionals. Presenters will discuss both the benefits (accessibility, personalization, social connection) and limitations (adherence, engagement, obsolescence) of these resources to present a balanced view of the field. Overall, these presentations demonstrate the potential to allow positive psychological practices to reach a broader audience and have a greater impact on worldwide well-being.
SYMPOSIUM ABSTRACTS

Intellicare is to create and validate a system for providing people the behavioral components, drawing from a variety of approaches, that will best promote engagement with the interventions and increase their well-being.

SY32.2 The Development of ALL OF ME: An Online Platform to Increase Resilience in Young Adults with a Chronic Illness

M. Haverman, Trimbos Institute, The Netherlands

Background: Having a chronic illness during adolescence and early adulthood brings a range of factors that impact the resilience of young people. For example, an illness that results in school or work absence can interfere with the formation of stable peer networks. Also, working towards future goals can be difficult when faced with an unpredictable course of disease. In this perspective we have developed ALL OF ME.

ALL OF ME is an online platform to increase resilience in young people (16-30 years) with a chronic disease, such as diabetes, heart disease and kidney failure. ALL OF ME contains tips and exercises on several domains, including relationships, future goals, sexuality and dealing with adversity. Also, personal stories of peers are integrated and coaching by experience experts is possible.

Development and Pilot: In this presentation we will show the process of creating ALL OF ME, which was in very close cooperation with the target group (interviews, evaluating exercises and design and usability testing). Also, first results of the pilot will be presented (use, satisfaction).

SY32.3 Acceptance and Commitment Therapy – Online: The Effects of a Web-Based ACT Intervention on Positive Mental Health and Depression

W. Pots, University of Twente, Enschede, The Netherlands
M. Fledderus, University of Twente, Enschede, The Netherlands
P.A.M. Meulenbeek, University of Twente, Enschede, The Netherlands
P.M. ten Klooster, University of Twente, Enschede, The Netherlands

K.M.G. Schreurs, University of Twente, Enschede, The Netherlands
E.T. Bohlmeijer, University of Twente, Enschede, The Netherlands

Introduction: Online positive psychology interventions seem promising in promoting mental health. The web-based intervention ‘living to the full’, based on Acceptance and Commitment Therapy (ACT) and mindfulness, offers the potential for an accessible and efficient early treatment. We conducted a randomized controlled trial to compare the efficacy of ACT with an active control condition based on ‘Expressive writing’ (EW) and a waiting list control condition.

Methods: Participants were adults with mild to moderate depressive symptomatology from general population. The treatment comprised of 9 online sessions with minimal email counselling of either ACT or EW. Assessments points were at baseline, post-treatment (three months after baseline), with follow-up assessments at 6 and 12 months after baseline.

Findings: Repeated measures analyses showed significant reductions in depressive symptomatology post-treatment for the ACT intervention, compared to the WLC (Cohen’s d = 0.56) and the EW intervention (Cohen’s d = 0.36). The effects were sustained at 6- and 12-month follow-up. The results showed that on the short term the ACT intervention was significantly more effective to both the waiting list condition and the active control condition, but that both interventions had similar effects on depressive symptoms and positive mental health at 6- and 12-month follow-up.

SY32.4 How do Participants Experience Online Life-Review with Peer Contact? A Qualitative Study

S. M. A. Lamers, University of Twente, Enschede, The Netherlands
M. G. Postel, University of Twente, Enschede, The Netherlands
G. J. Westerhof, University of Twente, Enschede, The Netherlands
E. T. Bohlmeijer, University of Twente, Enschede, The Netherlands

Several studies show that face-to-face life-review is positively evaluated by participants and effective in enhancing well-being and decreasing depression symptoms. The
The present study focuses on life-review for adults (40+) with moderate depressive symptomatology in a new mode of delivery as an online intervention with peer contact. The study aims to evaluate the online intervention from the participants' perspectives.

Method: Participants individually followed six online life-review lessons, sharing their experiences online within their peer group of four randomly selected adults. To explore the participants' experiences with online life-review with peer contact, semi-structured interviews (N=17) were conducted by telephone. The interview scheme mainly included questions on the experience of the online elements of the intervention and the contact with peers during the intervention.

Results: In general, the participants were positive about the online mode of delivery of the life-review intervention. For example, the possibility to follow the intervention at any time or place were mentioned as pleasant elements of the intervention. The experiences with the peer contact were mixed, including both positive and negative experiences. Important topics were the atmosphere in the group, the communication within the group, the composition of the group members, and the role of the group moderator.

Discussion: An online mode of delivery seems suitable for a life-review intervention, as reflected by the positive participants' experiences with online aspects of the intervention. Although the peer contact was evaluated as positive by some participants, adaptations are necessary to stimulate a positive and constructive atmosphere and communication within the peer groups.

SY32.5 Implementation of Online Positive Psychological Interventions into Healthcare

L. Bolier, Trimbos Institute, The Netherlands
M. Haverman, Trimbos Institute, The Netherlands
F. Schneider, Maastricht University, The Netherlands
L. van Osch, Maastricht University, The Netherlands
H. de Vries, Maastricht University, The Netherlands
E. Bohlmeijer, University of Twente, The Netherlands
J.A. Walburg, University of Twente, The Netherlands

Although promising results have been obtained in randomized controlled trials (RCTs) of online positive psychological interventions, the actual implementation of these interventions into various settings lags behind. The effectiveness of Psyfit.nl, an online mental fitness program based on positive psychology, was examined in an RCT. The intervention was found to be effective in the enhancement of well-being and reduction of depression and anxiety symptoms. Psyfit.nl is currently being put into practice. In two studies, we explore 1) if the positive findings in the RCT are generalizable to the effects that were found during the widespread dissemination of Psyfit.nl via the local health monitor, and 2) what the preconditions are for successful implementation of the intervention in primary healthcare. In study 1, the reach of the intervention was increased (almost 17,000 people showed their interest), although the results indicate low adherence and attenuating effects. Regarding study 2, we can present the first preliminary results. The results of these studies will give ground for a conclusion whether findings for an online positive psychological intervention are sustained in real-life situations. Moreover, implications and challenges regarding the implementation of online positive psychological interventions will be discussed.

SY33 Symposium: A Pivotal Partnership for Understanding and Optimizing Positive Education

D. Vella-Brodrick, University of Melbourne, Carlton, Australia
T. Ben-Shahar, Interdisciplinary Center Herzliya

This symposium will include: a) details of Geelong Grammar School's (GGS) whole-school approach to positive education with particular focus on the explicit well-being curriculum delivered to Year 9 and Year 10 students and b) the findings from the mixed-methods research evaluation undertaken on the programs, focusing largely on the Year 9 evaluation.

Charlie Scudamore will provide background information about the school context, infrastructure and the process of introducing and integrating positive education at GGS. Justin Robinson will describe the content and delivery of the Years 9 and 10 programs as well as some of the practical issues and benefits of being involved in independent research. Dianne Vella-Brodrick will summarise the mixed-method approach to evaluating positive education (including behavioural and biological data) and the key findings from the Year 9 evaluation. TanChyuan Chin will then elaborate...
on the mobile experience sampling method and illustrate how this data contributes to understanding the program effects against contextual factors.

The symposium will conclude with a discussion about the significance and relevance of connecting research and practice and the real world implications associated with forming such partnerships in the education sector. Tal Ben-Shahar (discussant) will lead this discussion and invite questions from the audience.

SY33.1 Implementing Positive Education: A Whole School Approach
C. Scudamore, Geelong Grammar School

Geelong Grammar School (GGS) was the world’s first school to implement a comprehensive whole school approach to positive education. An overview of the GGS context and environment will be shared along with critical strategic decisions made in preparation for the introduction of positive psychology. Since 2008, GGS have been on an ongoing journey implementing and tailoring their well-being program with the aim of promoting individual and community flourishing. An overview of the GGS Model for Positive Education along with the key applied stages of Learn It, Live It, Teach It and Embed It will be outlined. Specific details and examples will be shared that have shaped the successful evolution of the overall program at the School. Initial indicators of success will also be discussed.

SY33.2 The GGS Year 9 and 10 Positive Education Curriculum: Learning from Experience
J. Robinson, Geelong Grammar School

Geelong Grammar School (GGS) Year 9 students attend the School’s Timbertop campus, a full boarding environment located in the Victorian Alps which caters exclusively for 230 girls and boys in Year 9. At this campus there is a crucial balance between the academic and outdoor education programs. Actively supporting the Year 9 Timbertop resilience training ground is an explicit Positive Education curriculum consisting of classroom lessons and pastoral tutorial sessions. In Year 10, students move on to the Senior School campus in Corio where the comprehensive explicit Positive Education curriculum consists of a weekly 90 minute class. Both the Year 9 and Year 10 curriculum have undergone extensive research and as well as presenting details and examples of the curriculum, the practical issues of undertaking a research study will be discussed. The challenges and the benefits which have arisen from the School’s involvement in a longitudinal study will also be presented.

SY33.3 The Research Perspective: Mixing it up for a more Complete Story
D. Vella-Brodrick, University of Melbourne, Carlton, Australia
N. Rickard, Swinburne Online, Monash University
T. Chin, University of Melbourne, Carlton, Australia

This study examined the effects of Year 9 and 10 well-being and positive education programs at Geelong Grammar School (GGS). Mental health and well-being were assessed before and after the year-long program. Findings indicate that the well-being and mental health of 119 GGS Year 9 students (mean age =14 years) improved over the year compared with 79 control students (including all aspects of the GGS Positive Education model; character strengths, positive emotions, positive relationships, positive purpose, positive engagement, positive accomplishment and positive health). Focus group data also support the beneficial effects of the program. In addition, mobile devices were used to sample in the moment, daily experiences of a subset of Year 9 students. Students with enhanced well-being and life satisfaction reported using more effective strategies in response to life events. This study is the first step in a series of studies aimed at understanding the long term processes and effects of positive education and their transfer into a variety of schools. Preliminary results from the 2014 Year 10 Positive Education Program will also be presented, including salivary cortisol and heart rate variability data. Initial findings can provide valuable guidance to schools seeking to invest in positive education.

SY33.4 Capturing a Deeper Perspective through the Lens of Mobile Experience Sampling
T. Chin, University of Melbourne, Carlton, Australia
N. Rickard, Swinburne Online, Monash University
D. Vella-Brodrick, University of Melbourne, Carlton, Australia

Evaluations of school-based well-being programs tend to focus mainly on outcome measures. Although this
measurement approach provides an indication of program efficacy, it fails to capture the impact of individual and contextual influences on the practical application of program knowledge. The experience sampling method (ESM) is ideal for achieving the latter. ‘Wuzzup’, an iOS mobile-ESM application was developed and specially tailored to investigate program application of a year-long school-based well-being program in Victoria, Australia. A subset of 44 Year 9 students (22 females, 22 males) completed the mobile-ESM component (for a week in each of the four school terms), in addition to an online well-being survey conducted at two time-points. Participants whose satisfaction with life increased over the duration of the program also reported greater use of program skills, whereas participants whose life satisfaction ratings did not improve over the year were observed to have a significant reduction in their use of program skills. A similar pattern was also observed with the mental well-being scores. These data clearly demonstrate that the mobile-ESM adds depth and clarity to the interpretation of survey results, as well as the opportunity to understand the processes and contextual factors that affect program outcomes.

SY34 Contemplative Science as a Resource for Positive Psychology: Empirical Findings and Practice Insights from the Buddhist Mind Training Tradition

B. Ozawa-de Silva, Life University, Atlanta, Georgia, USA

Research in the scientific study of contemplative practices, such as mindfulness meditation, compassion meditation, and other practices, has burgeoned in recent years, giving rise to a new discipline of “contemplative science” that now includes several thousand researchers around the world. Most contemplative practices seek to engender the same virtues and character strengths studied in positive psychology, such as compassion, love, forgiveness, self-compassion, empathy and gratitude.

This panel presents recent and original research in contemplative science from a positive psychology perspective and explores how a fruitful dialogue might emerge between these two fields in a variety of ways. First, it presents an overview of some of the strongest findings in contemplative science with a focus on compassion training programs such as Cognitively-Based Compassion Training (CBCT), an intervention for cultivating forgiveness, compassion, self-compassion, empathy, mindfulness and impartiality that has been studied in school and adult populations. Second, it examines analytically-based contemplative practices as a new avenue for positive psychology interventions. Thirdly, it explores the practical and theoretical implications of contemplative traditions and their perspective on suffering and well-being to contemporary research on flourishing. Lastly, it presents models for refining attention in order to potentiate positive traits, drawn from centuries-old contemplative traditions.

SY34.1 Effects of Cognitively-Based Compassion Training (CBCT) in School and Adult Populations

B. Ozawa-de Silva, Life University, Atlanta, Georgia, USA

Cognitively-Based Compassion Training (CBCT) is a secular meditation program for cultivating unbiased, universal compassion based on the Tibetan Buddhist “mind training” tradition. CBCT employs analytical and non-analytical styles of meditation to develop attentional stability, insight into thoughts and emotions, empathy and compassion. Adults who practiced CBCT for 6-8 weeks showed less self-reported distress and less activation of autonomic and immune pathways implicated in the development of chronic, stress-related illnesses as compared to controls (Pace et al., 2010). Subjects performed better on an empathic accuracy task while showing greater activation in areas associated with the putative mirror-neuron network (Mascaro et al., 2012). Adolescents in foster care subjectively reported increased hopefulness and a trend in decreased general anxiety (Reddy et al., 2012) and showed reductions in C-reactive protein, a biomarker for stress and immune system hyperactivity (Pace et al., 2012).

This paper presents original research on CBCT. In the first study, schoolchildren were taught CBCT or mindfulness. In the second, teachers were randomized to CBCT or a mindfulness-only intervention. CBCT children showed stronger friendship networks and more complex moral reasoning. These studies suggest that complex meditation styles can be taught to young children as PPIs and yield results distinct from mindfulness-only programs.
SY34.2 Precise Methods for Sequentially Cultivating Compassion and Wisdom: Comparative Analysis of Sixteen Tibetan Buddhist Mind Training Manuals

T. Pruzinsky, Quinnipiac University, Hamden, Connecticut, USA

Introduction: The Seven-Point Mind Training (SPMT) tradition of Tibetan Buddhism is a 1000+ year-old, highly sophisticated psychological system providing precise instructions for cultivating a synergistic interaction between compassion and wisdom resulting in a quintessential form of altruism.

Methods: This comparative analysis of sixteen different English translations of SPMT manuals focused on: 1) Determining the sequencing of the two practices to discern whether the texts place cultivation of compassion before or after the cultivation of wisdom; and 2) The rationale offered for the specific training sequence.

Results: Ten training manuals placed the cultivation of wisdom first in the sequence and six placed the cultivation of compassion first. The rationale offered for the particular sequence of training focused on either: 1) the student’s level of spiritual development; or 2) the relative efficacy of having one of the practices serve as the foundation for the other.

Discussion: These results are discussed in terms of: 1) the profound practical implications for the tens of thousands of Western practitioners undertaking these practices; 2) the practical and empirical insights provided by these manuals for: a) understanding how to develop more sophisticated PPIs that integrate multiple, distinct components: b) and how to maximize the “person-intervention fit”.

SY34.4 Highly Refined Attentional Control as a Mechanism of Action for Enhancing PPI Efficacy: Using Tibetan Buddhist Analytical and Concentration Meditations For Potentiating Positive Traits

T. Pruzinsky, Quinnipiac University, Hamden, Connecticut, USA

W. Hurley

Highly refined attentional control is one mechanism of action by which positive change is potentiated. This suggests that the efficacy of Positive Psychology Interventions (PPIs) will be based partially on the quality of attention, and that attention with clarity and precision over long periods of time will more efficaciously potentiate positive traits (e.g., gratitude).

This paper suggests Positive Psychology would do well to attend to the specific techniques for refining attention developed in the ancient contemplative traditions of the world, and examines in particular the Tibetan Buddhist tradition. This tradition contains both analytical and concentration forms of meditation that are being adapted for secular use, and that can be readily adapted for use in many Positive Psychology contexts and interventions.

In contrast to mindfulness meditation, these techniques focus on establishing, enhancing, and maintaining patterns of thinking that can lead to cognitive conclusions and emotional realizations. The potentiating power of these attentional control techniques appears to be enhanced by prescriptive sequencing, wherein analytical meditation is used to create and maintain specific mental states (e.g., gratitude or love) and concentration meditation is then used to sustain focus on them, over time transforming fleeting states into enduring traits.
SY35  What’s All the Hype? Big Data and Positive Psychology

M. Kern, The University of Melbourne, Parkville, VIC, Australia

Language expressed on social media reveals a lot about people’s character, perspectives, and culture. New methods of computer science applied to language posted on social media such as Facebook and Twitter allow us to measure and understand psychological characteristics at a level never before possible. Methods include closed-vocabulary approaches, which develop lists of words based upon psychological theory and then examines how often and under what conditions the categories are used, and open-vocabulary approaches, which examine the words, topics, and phrases that correlate with a given characteristic. Important insights arise from the data, highlighting the value of combining psychological theory and insights with big data approaches.

This symposium briefly introduces big data approaches to positive psychology, and then presents three specific applications: character strengths and virtues, cross-cultural comparisons, and health and public policy. Together, the talks demonstrate a creative approach to positive psychology research that takes advantage of existing information to test theories at scale and to make new discoveries. Potential applications, future directions, ethical concerns, and limitations are considered. Social media is a new frontier for psychology research, and interdisciplinary, collaborative approaches are needed to use this frontier wisely.

SY35.1

W. Lamson, Fairleigh Dickinson University, Teaneck, New Jersey, USA

Character strengths and virtues play a foundational role in the positive psychology field. Drawing on big data techniques, we examined the extent to which strengths and virtues are expressed on social media. We developed a lexicon of commonly used words and phrases that reflect morality, character strengths, and virtues, some of which were drawn from previous research (Kesebir & Kesebir, 2012). We applied this lexicon to the status updates of over 70,000 Facebook users and millions of Twitter tweets. We examined how often such words are expressed in the social media context. Then using a differential language analysis approach, we examined the correlation of online users’ word choices with character strengths and virtues. This presentation will provide insight into the self-presentation of individuals who tend to focus on concepts of virtue, morality, and character strength. Open-ended data-driven exploration of large datasets guided by established psychological theory and measures offer compelling and efficient methods to further understand individuals’ character strengths and virtues.

SY35.2

M. Kern, The University of Melbourne, Parkville, VIC, Australia

Cross-cultural research is challenging, and yet there is a growing trend toward comparing the well-being of different countries and cultures, often based on translated versions of western-based measures. Bottom up approaches begin with understanding a culture from within, and provide insight into cultural similarities and differences, but are extremely time intensive and often rely on very small sample sizes. The growing amount of data available globally through social media, combined with exploratory data mining techniques from computer science, offers the potential to use language to study cultural variations of psychological constructs at a level never before imagined. We randomly sampled hundreds of thousands of messages from Twitter and Weibo from several countries and three languages (English, Spanish, Chinese). We examined the words that correlate with specific words (e.g. positive emotion words) in each country. There were surprisingly many similarities across countries, with the greatest differences between Western and Eastern cultures. By applying big data, we potentially can measure and monitor well-being and other characteristics across cultures, in a manner that is sensitive to cultural and linguistic differences.

SY35.3

J. Eichstaedt, University of Pennsylvania, Pennsylvania, USA

Starting with almost a billion Tweets, we showcase how social media datasets can be used to track the psychological states of large populations in space and time, and inform epidemiology and policy. The county is the smallest geographical area in the U.S. for which demographic, socioeconomic, and health data are reliably available. It is also a natural unit for policy makers to focus on for interventions. We determined which U.S. counties the
Tweets were sent from, and connected this language data at the county level with heart disease rates reported by the Centers for Disease Control and Prevention and other national datasets. Across U.S. counties, Twitter-language-derived community psychological variables showed sizable associations with heart disease mortality, suggesting not only that anger and hostility in a community is associated with increased incidence of heart disease, but also that positive experiences and expressions of optimism are protective. Surprisingly, we show that statistical models based on Twitter language can out-predict the usual health risk factors, including smoking, obesity, hypertension, and diabetes. Findings suggest that Twitter has become a powerful tool to measure the health risk and the psychological profile of communities.

SY36  Infusing Positive Psychology in Educational Environments

C. Chaves, Tecmilenio University, Monterrey, Mexico

Positive Education has been defined as “the development of educational environments that enable the learner to engage in established curricula in addition to knowledge and skills to develop their own and others’ well-being” (Oades, Robinson, Green & Spence, 2011). However, there is a paucity of research and practice addressing holistic approaches to Positive Education interventions. In this symposium Positive Education is presented from a holistic view that includes different educational levels (high school, undergraduate and postgraduate level) where research and best practice are integrated. This symposium aims to:

1. Present the development of positive educational programs in Mexico and Australia.
2. Examine a systemic approach to positive education which expands beyond the application of student-focused positive psychology interventions to adopt a school-wide approach where the whole community is aligned.
3. Describe the benefits of infusing positive psychology in schools and call for future research in this fertile area.

SY36.1  Teaching Well-being: A Review of Positive Psychology in Schools

A. Adler, University of Pennsylvania, Pennsylvania, United States

Should schools teach well-being? We review the literature on youth well-being, on youth well-being measurement, and on the relationships between student well-being, academic achievement, and professional success. Even though existing data suggest that student well-being improves academic performance and predicts career success, there are few rigorous experimental studies on student well-being and academic achievement. We argue that this is unexplored fertile scientific territory and that before well-being is incorporated into schools’ curricula, further experimental research is needed. Future rigorous experimental research can identify the most effective youth well-being interventions, their impact on academic achievement, and the mechanisms through which well-being improves academic performance.

SY36.2  Teaching Positive Psychology at the University of Melbourne

G. Slemp, Melbourne Graduate School of Education, University of Melbourne, Australia

D. Vella-Brodrick, Melbourne Graduate School of Education, University of Melbourne, Australia

M. Kern, Melbourne Graduate School of Education, University of Melbourne, Australia

L. Waters, Melbourne Graduate School of Education, University of Melbourne, Australia

The increasing momentum of the positive psychology (PP) and positive education (PE) movements has seen a corresponding increase in programs aimed at building positive mental health and psychological functioning in school students. A key question that remains is how to apply best-practice in higher education students. PP is taught at University of Melbourne at the undergraduate (across three subjects) and postgraduate levels (through the Masters of Applied Positive Psychology [MAPP] and Professional Certificate in Positive Education programs), all of which are based on the experiential learning model (Kolb & Kolb, 2005). Within the undergraduate program, students design and run a university-wide PERMA campaign. The MAPP and undergraduate students are teamed up through a strengths-based coaching program designed to optimise the university experience for undergraduate students and to provide a practical tool for the application of PP for MAPP students. This partnership builds vertical relationships between undergraduate and post graduate students. Key indicators of the success of the programs at University of
Melbourne include student experience survey (SES) scores that are well above the university average, progressively growing enrollments, and high quality capstone projects. We have found that the experiential learning model is an effective way to teach PP within a university setting.

**SY36.3 Positive Education at Tecmilenio University: A Systemic and University-wide Approach**

L. Gutiérrez, Tecmilenio University, Monterrey, Mexico  
E. Héctor, Tecmilenio University, Monterrey, Mexico  
C. Covadonga, Tecmilenio University, Monterrey, Mexico

The university is a fertile setting for students to grow intellectually, socially and emotionally. However, most universities do not systematically facilitate holistic initiatives to promote well-being in their students and staff. Tecmilenio University, with approximately 41,000 students, 1,500 administrators and 4,500 faculty, has adopted an institutional approach which embeds the principles of positive psychology into pedagogy and school culture. Tecmilenio aims to promote student and staff well-being and help them build purposeful lives. The model of well-being in Tecmilenio includes PERMA components, physical well-being and mindfulness. It is a multi-level initiative that involves all students and staff in its implementation. This presentation will focus on the main routes to infuse positive psychology into the whole institution: 1) Academic activities, such as the positive psychology program completed by every student regardless their professional program; 2) Co-curricular activities, such as the campaigns to promote healthy habits; 3) Mentor program that helps students to identify their strengths and set academic and personal goals; 4) Teacher training to apply positive psychology components to the classroom level; 5) Ongoing staff training in positive organizational psychology. The presentation will provide preliminary results of some of the initiatives already implemented.

**SY36.4 Building Competences for Well-being in High Schools**

R. Ballesteros, Tecmilenio University, Monterrey, Mexico  
E. Héctor, Tecmilenio University, Monterrey, Mexico  
C. Covadonga, Tecmilenio University, Monterrey, Mexico

Given the high prevalence of depression among young people, the small rise in life satisfaction, and the deep connection between learning and well-being, it seems crucial that skills for happiness should be taught in high school (Seligman et al., 2009). There are numerous potential areas of application for positive psychology in education. This presentation will focus on the school-wide positive psychology changes that have been undertaken at Tecmilenio University at the high school level (14,500 students from age 15 to 18 years old). The well-being model of Tecmilenio (i.e, PERMA components, physical well-being and mindfulness; the model is framed on the character strengths) has been applied into both the academic and non-academic life. The academic program includes six courses on skills and values designed from a positive psychology framework. The presentation will outline the innovative notion of developing competence levels for each of the elements of the well-being model. Each of the elements is defined by six levels of competence and expected outcomes (Marzano & Kendall, 2007). During the presentation examples will be provided of how the students develop specific competences for each one of the element inside and outside the classrooms.

**SY37 Advances in Research on Eudaimonia**

V. Huta, University of Ottawa, Ottawa, Canada

Eudaimonia and hedonia are the two main terms for how people define a good life. Hedonia involves pleasant feelings and an absence of discomfort. Eudaimonia is an umbrella term for conceptions of a good life that go beyond personal enjoyment, pleasure, ease, and painlessness. In this symposium, several eudaimonia researchers have come together to share their conceptions of eudaimonia and their recent findings. The four of us have addressed different aspects of eudaimonic living, as classified by Huta and Waterman (2014) – orientations, experiences, and/or functioning. Huta’s work focuses on eudaimonia as an orientation (seeking growth, excellence, authenticity, meaning). Vittersø’s work includes eudaimonic orientations (seeking growth, challenge, curiosity) and eudaimonic experience (feelings of interest). Keyes’ work, also applied by Leibowitz, brings together experiences (emotional well-being) and functioning (social well-being, psychological well-being). This rich diversity of perspectives is nevertheless converging on some common conclusions, suggesting that a hedonic conception of well-being is incomplete. There are some things in life that are not easy or fun, but they are well worth having.
SY37.1

**V. Huta, University of Ottawa, Ottawa, Canada**

This talk will address hedonia and eudaimonia at the level of motives. Recent research in our lab suggests an asymmetry between hedonic and eudaimonic motives when it comes to thinking beyond the self or the present. Hedonically oriented people raised their friends’ carefreeness but also relatives’ distress; eudaimonically oriented people raised friends’ inspiration and relatives’ positive affect and meaning. Hedonia only related to helping that was easy and face-to-face; eudaimonia related to helping whether it was easy or effortful, face-to-face or indirect. Hedonia related to minor antisocial behaviors; eudaimonia related to refraining from doing harm. Hedonia related to focusing on the present; eudaimonia related to focusing on present and future. Hedonia related to valuing the self; eudaimonia related to valuing self and others. Hedonia related to materialism; eudaimonia related to abstractly considering the “big picture.” Hedonia only related to distress to images of suffering that were revolting; eudaimonia related to distress whether the images were revolting or subtler (requiring some thought). Thus, hedonia was sometimes a double-edged sword; hedonia involved focusing on the self and present, while eudaimonia involved broader concerns about self and others, present and future; and hedonia involved more concrete interests, while eudaimonia involved more abstract thinking.

SY37.2

**J. Vittersø, The Arctic University of Norway, Tromsø**

Pleasure cannot be the only criteria for a good life. And it does not help much to add life satisfaction either. This is the theoretical essence of eudaimonic well-being, a view to be defended in the present paper. In it I argue that eudaimonic feelings and personal growth are good, over and above the hedonics they may generate. Conceptually, eudaimonic feelings comprise qualities such as engagement, interest and immersion. Personal growth includes the process of becoming better in a personally meaningful way. Empirically, these ideas are supported by an experiment using a sample of Norwegian Folk High School students (N = 64). Participants were randomly exposed to either a hedonic or a eudaimonic primer, and were next asked to choose a puzzle to solve. Hedonically primed participants preferred to solve easy puzzles whereas eudaimonically primed participants chose difficult ones. A non-experimental part of the study revealed that life satisfaction was negatively correlated with the feeling of being immersed when solving problems. By contrast, personal growth was positively correlated with immersion. These findings suggest that the struggle to pursue goals and values that are important for personal development cannot be accounted for by hedonic models of well-being.

SY37.3

**K. Leibowitz, The Arctic University of Norway, Tromsø**

Most psychological studies from arctic and sub-arctic areas have focused on health problems and mental illnesses. By contrast, the current study analyzes the nature of flourishing in these regions. It was designed to identify both hedonic and eudaimonic life-styles. Questionnaire data are currently being collected from three randomly drawn sub-samples: one from the southern region of the Norwegian mainland, another from the northern region, and a third from a sub-sample of residents in the arctic archipelago of Svalbard. Using the Mental Health Continuum, participants report their hedonic and eudaimonic well-being (MHC; Keyes, 2005). Participants also report their mindset towards winter. The data are still being collected, but a preliminary factor analysis (N = 200) replicated the three-dimensional structure previously observed for the MHC. Preliminary analyses further suggest that positive attitudes toward winter correlate with latitude—the farther north people live, the more positive their mindset. A regression analysis suggests that eudaimonic well-being predicted attitudes towards winter positively, whereas hedonic well-being did not. Results from the completed survey will be presented and discussed in relation to theories of hedonic and eudaimonic well-being by Kari Leibowitz, Joar Vittersø, and Corey Keyes.

SY37.4

**C. Keyes, Emory University, Atlanta, Georgia, USA**

The self-system theory (SST) we developed to understand subjective change, particular growth and improvement, applies the cognitive-affective crossfire model of William Swann. Though self-enhancing, perceived growth violates the self-standard of self-consistency and therefore, SST predicts, that perceived growth has the paradox of reducing rather than enhancing aspects of subjective well-being. As predicted by the SST, three large population studies have shown that the individuals who perceived themselves having improved, when compared to those who stay the same, over time report more negative affect, less positive affect, more dysphoria, less self-acceptance, but higher levels of personal growth. Growth, it is argued, may require the ability
to cope with self-inconsistency or, as Buddhism teaches, impermanence. In addition to reviewing the SST and studies that support it, this talk will argue for more study of the role of various forms of Buddhist meditation as having the potential to prepare individuals for self-growth that could lead to greater happiness and human flourishing.

**SY38 The Future of Work and Organizations in Positive Psychology**

*M. Rao, Claremont Graduate University, Claremont, California, USA*

(Sponsored by the Work and Organization Division)

A positive approach to work and organizations has gained tremendous popularity over the last decade. This invited panel sponsored by the Work and Organizations Division of IPPA will bring together leaders of academic and professional communities in the field of positive work and organizations to share broad-level developments and the cutting-edge in each of their areas. Further, they will comment on some of the challenges confronting researchers and practitioners, and share ideas and opportunities for the future of positive work and organizations.

The symposium will be opened by the Chair, Meghana A. Rao, President of the Work and Organizations Division of IPPA. The first speaker, Dr. Stewart Donaldson will discuss current and future directions in Positive Organizational Psychology, the second speaker, Dr. Jane Dutton will discuss the area of Positive Relationships at Work and Positive Organizational Scholarship, and the third speaker, Dr. Kim Cameron, will summarize the highlights of the World Congress and discuss the strengths and controversies of the field of positive psychology and its implications for the area of positive work and organizations. Finally, the discussant, Meghana Rao, will comment on the presentations, share implications and future directions for the Work and Organizations Division, and facilitate audience questions.

**SY38.1 Current and Future Directions in Positive Organizational Psychology**

*S. Donaldson, Claremont Graduate University, Claremont, California, USA*

The purpose of this presentation is to illuminate the latest findings and implications of the emerging scientific literature on positive organizational psychology. A systematic search of the extant literature was conducted to analyze the peer reviewed literature on positive organizational psychology from the inception of the field to the present. This presentation will provide a systematic analysis of the most frequently researched topics in the scientific literature, review main research findings to date, discuss the strengths and controversies, suggest fruitful future directions, and highlight opportunities for the Work and Organizations Division of IPPA. Finally, this presentation will touch upon the latest in new strengths-based inroads being made in evaluation science and its implications for strengthening the research and practice in positive work and organizations.

**SY38.2 Future Directions in Positive Relationships at Work and Positive Organizational Scholarship**

*J. Dutton, University of Michigan, Ann Arbor, Michigan, USA*

Positive Relationships at work is a vital and expanding domain of positive organizational scholarship. Psychologists and sociologist alike are making important contributions to understanding the antecedents, consequences and processes connected to positive relationships and positive interrelating at work. In her comments Jane Dutton will try to map this exploding interest domain in terms of topics, findings and core theories. The goal of the comments is to spark interest and foster understanding for this critical research domain of interest to both scholars and practitioners who care about understanding flourishing at work.

**SY38.3 What We Know and What We Do Not Know About Positive Psychology**

*K. Cameron, University of Michigan, Ann Arbor, Michigan, USA*

Kim Cameron’s role in this panel is to summarize some of the key findings that are reported during the 2015 IPPA Congress. Paper sessions, symposia, and workshops will report the results of work accomplished in the last two years, and inasmuch as some controversies have arisen regarding the validity and credibility of some positive psychology findings, his portion of the panel will be to summarize at least some of the findings reported in the Congress. Other panel members will report other perspectives, and audience members will be encouraged to actively participate and comment. Thus, the panel will help to stimulate discussion, debate, and expanded understanding. Recent research on health care, physiology, neurology, organizational perfor-
mance, and education are examples of topics to be briefly reviewed in this presentation.

SY39 The Future of Positive Psychological Interventions
A. Parks, Hiram College, Hiram, Ohio, USA
This symposium provides a cross-section of cutting-edge research in positive psychological interventions (PPIs) that represent the future of this rapidly growing field. First, representing the movement away from a one-size-fits-all approach to examining the efficacy of PPIs, two speakers (Parks and Titova) present data examining the relative importance of two factors -- valuing happiness and culture, respectively -- in determining whether a person can successfully improve his own happiness. Looking towards the future of disseminating PPIs to the general public, Pressman gives results from an evidence-based PPI disseminated in the form of an app, and includes many innovative and interesting outcomes not typically seen in PPI research. Lastly, thinking broadly about how PPI research should be done, Hone presents on an alternative framework for evaluating PPIs that takes into account not only efficacy, but effectiveness. Together, these studies provide a snapshot of the latest advancements in PPI research, and contain some commentary for how the field can be improved.

SY39.1 Is Valuing Happiness a Hindrance or an Asset in the Pursuit of Happiness?
A. Parks, Hiram College, Hiram, Ohio, USA
Previous research finds that valuing happiness paradoxically is correlated with lower well-being and less responsiveness to positive mood induction. Findings from three new studies -- one correlational (Study 1), one experimental (Study 2), and one intervention (Study 3) -- suggest important boundary conditions to this effect. First, when valuing happiness is measured using a different, less extremely-worded scale, the effect reverses; valuing happiness is correlated with higher overall well-being (Study 1) and enhanced responsiveness to a positive mood induction (Study 2). Second, the deleterious effect of valuing happiness on well-being seems to only appear in Western cultures; in India, the effect is reversed (Study 1). Third, valuing happiness is only deleterious if the person does not know how to increase their own happiness; when given an effective tool for mood improvement, those who value happiness benefit more than people who do not value happiness (Study 3).

SY39.2 Disentangling the Effects of Gratitude and Optimism: A Cross-Cultural Investigation
L. Titova, Hiram College, Hiram, Ohio, USA
Previous research finds cultural differences in Positive Psychological Intervention (PPIs). The present study examined immediate emotional responses (both positive and negative) to PPIs experienced by participants in three cultural groups: Anglo-American, Asian-American, and Indians. Participants (N=469) were recruited and participated in the study via Amazon Mechanical Turk and randomly assigned to a 15-minute writing task focused on gratitude, optimism, or daily activities (control). As expected, gratitude and optimism led to more positive emotion than the control group regardless of culture. However, participants in the Indian group experienced increases in negative emotions (guilt and sadness) in response to gratitude as well. However, there were no notable differences in response to optimism. These findings support previous research, which suggests that people in collectivistic cultures may worry about being a burden to others more than Anglo-Americans, leading to adverse effects of gratitude but not optimism in Indians. In general, Asian-Americans responded similar to Anglo-Americans. These findings suggest that differences in response to PPIs may be fueled by an adverse affective response among non-Anglo-American participants – gratitude makes them feel good, but also sad and guilty.

SY39.3 The Impact of a Positive Emotion and Stress-reduction Based Goal-setting App on Workplace Engagement and General Well-being
S. Pressman, University of California, Irvine, California, USA
A. Birney, ORCAS
B. Day, ORCAS
This study examined the impact of a positive emotion and resilience building mobile-web intervention called “Jauntly” on workplace behavior and general feelings of well-being. Jauntly challenged individuals to set small, achievable
goals in four categories: Active (energy focused), Calm (relaxation focused), Happy (mood focused), and Social (relationship focused) with complete choice over which to pursue. Employed adults (N=300) from across the US were randomized to use the app or a control (a standard stress reduction website). Participants were assessed at baseline, 8-weeks, and 20-weeks after being given access to the mobile-web app, with the first 8 weeks including regular usage reminders. Wellbeing, stress, and work engagement questionnaires were administered at each time point. Results indicated few effects at 8-weeks. However, at 20-weeks numerous robust benefits became apparent for the treatment group, including improvements in work (e.g., fewer hours late, fewer hours of work missed, less wasted time), higher positive affect, and reduced fatigue, depression and stress. When comparing high vs. low app users in the treatment group, additional benefits emerged (e.g., better sleep and pain outcomes). Overall, Jauntly was effective in producing numerous benefits, although the lag prior to seeing these outcomes warrants further investigation.

**SY39.4 An Evaluation of Positive Psychology Intervention Effectiveness Trials Using the RE-AIM Framework: A Practice-Friendly Review**

*A. Jarden, Auckland University of Technology, Auckland, New Zealand*

*L. Hone, Auckland University of Technology, Auckland, New Zealand*

Meta-analyses indicate the efficacy of positive psychology interventions in promoting well-being. But, despite accumulating empirical and anecdotal evidence of these interventions’ implementation in real-world settings, no review of effectiveness research exists. Accordingly, we identified 40 positive psychology intervention effectiveness trials targeting adults, and scored their reporting using the practice-friendly RE-AIM tool which assesses five dimensions of intervention utility: Reach, Efficacy, Adoption, Implementation, and Maintenance. Reporting levels varied substantially: reporting on Reach scored 64%; Efficacy scored 73%; Adoption scored 84%; Implementation scored 58%; and Maintenance scored 16%. Within these five dimensions, reporting on participation rates, methods to select delivery agents, differences between participants and non-participants, programme maintenance and costs, was particularly sparse. The studies involved 10,664 participants, approximately half required specialist delivery, and 12 were researcher delivered. To maximize the potential of PPIs for population health promotion, expanded reporting on effectiveness trials is required. Recommendations to assist this process are offered.
WK1  An Introduction in the Principles of the Positive Health Search to Improve Flourishing at the Population Level

J. Walburg, University of Twente, Enschede, The Netherlands

Human behaviour is very much motivated by representations of the future, as Martin Seligman states in his work on prospection. This principle does not only work for individuals but also for organisations and communities to flourish. The question is then: how to orient communities at a future they envision with respect to health and flourishing? Weisbord and Janoff developed the method of Future Search that has successfully been applied to deal with complicated issues that have many stakeholders like poverty. At the University of Twente, The Netherlands, we translated this method to direct the attention of stakeholders to flourishing and to motivate them to develop and execute action plans. During the workshop we will discuss the background of the method, and we will in detail discuss the various phases on the base of a protocolled manual:

1. Making a Mind map of trends connected with flourishing in the community
2. Connecting trends with stakeholders like schools, employers, local government etc.
3. Formulating a future for a flourishing community
4. Formulating steps to proceed in the direction of the mission
5. Making an action plan

We will discuss our experiences with the application of the Positive Health Search in Dutch cities.

WK2  Mindful Engagement: A Practical and Positive Tool for Leadership Development

S. Ashford, University of Michigan, Ann Arbor, MI, USA

Leadership development in organizations often seems out of an individual’s control. Issues such as who gets recommended for a leadership fast-track or not and who gets sent to an off-site workshop are often made externally and remove individuals’ agency and control in this process. This workshop presents a practical tool that individuals at any level and in any situation can use to enhance their own leadership development by gaining more lessons from experience. Research suggests that 70% of leadership is learned from experience and yet individuals are often not truly ‘in’ their experiences because they engage them somewhat mindlessly. This workshop presents a set of research based practices that individuals can use to increase their mindfulness about their own development and thus their personal learning from experience. Labeled mindful engagement, this process has been used to help students and professionals learn more from experience by engaging in processes including, establishing a learning mindset, setting development goals, actively experimenting within an experience, seeking feedback, regulating emotions, and engaging in active reflection to distill lessons learned. This workshop will present the mindful engagement framework and involve participants actively in applying the various practices of mindful engagement to their current situations.

WK3  From Grief to Gratitude: Implementing Positive Psychology’s Gratitude Interventions in Recovery from Loss

K. Gallup, The Gallup Institute for Personal Freedom, LLC, Kennebunk, ME, USA

Drawing upon twenty years as an educator, professional counselor, and motivational speaker, and utilizing positive psychology as her primary inspiration and approach, facilitator Kingsley Gallup, MA, LPC, NCC, DCC will discuss gratitude as a powerful healing agent in grief recovery. She will examine specific gratitude interventions from the field of positive psychology and their applicability and effectiveness with counseling clientele. Grief is part of the human experience. It's that unwelcome intruder in our human journey. But as Kingsley will discuss, it need not color the whole of our existence. Managed well, clients can move through grief without it becoming a chronic condition. Finding gratitude is a fundamental means of doing so. Perhaps it’s gratitude for insight and wisdom, for the chance to learn and grow. Maybe there is a spiritual lesson we have learned. Perhaps we see how grief has made us richer and more complete. Even in the depths of despair,
we can find something for which to feel grateful. We can give ourselves the comfort and healing we deserve. We can do so with gratitude.

**WK4  Breaking Good: Teaching Positive Psychology as a Catalyst for Growth and Transformation**

*B. Smith, University of New Mexico, Albuquerque, New Mexico, USA*

*T. Miner, A. L. Stearns, A. Phan, Y. Yeap, S. Hulley, H. Hubbell*

The purpose of this workshop is to foster the effective teaching of positive psychology in college and using it as a catalyst for positive change. This will be accomplished by presenting the way we developed a positive psychology sequence over the past decade at the University of New Mexico. We will provide a model for others by showing how positive psychology grew from a small seminar into a large class voted the best course at the university giving birth to other classes and a teaching practicum, mentoring program, student organization, and community outreach. The process we used for development included textbook and literature reviews, feedback from students and community leaders, and collecting data on the core components. These components include unique ways for students to build community through sharing their strengths, peer mentoring, and the use of stories and movies to bring positive psychology to life. We will present the process we used for development and the data we collected about what was most effective while also enabling workshop participants to share their own experiences with teaching positive psychology in ways that may improve both student and community well-being.

**WK5  Connecting Positive Psychology to Practicing Lawyers: Burnout Prevention and Recovery, Mentoring, and Working with Millennials**

*D. N. Shearon, Lawyer Strong, LLC, Philadelphia, PA, USA*

*P. Davis-Laack, L. Richard*

From a positive psychology perspective, lawyers are interesting. Lawyers suffer depression rates that are 3.6 times the national average, extraordinarily high levels of anxiety, substance abuse and other psychological problems. Although not “unhappy,” they are not as happy as their socio-economic peers. Today, the challenges of practicing law are exacerbated by a slew of changes that large student loans, rapidly shifting business dynamics driven by clients taking work in house, new sources of legal services such as temporary lawyer organizations, international competition for legal work made possible by electronic communication, and generational differences in young lawyers in motivation and orientation toward the practice of law. However, lawyers are a tough audience. Their incredibly high levels of skepticism and urgency mean that they are unlikely to engage in learning skills to improve well-being unless these are tied to other desired outcomes. This symposium will highlight how the presenters have successfully presented positive-psychology skills and interventions to lawyers in three ways: Burnout Prevention and Recovery, Mentoring, and Working with Millennials. In addition to the rationale and approach, we will also present evidence from a validated instrument on lawyer response to the instruction.

**WK6  Wrong to Strong: Using Positive Psychotherapy for People with Chronic Mental Illness and Intellectual Disabilities**

*D. Tomasulo, UPenn, New Jersey City University, Asbury Park, NJ, USA*

Specific evidence-based positive interventions drawn from positive psychology and positive psychotherapy have been incorporated into Interactive-Behavioral Therapy with promising results. The techniques and findings will be demonstrated and shown as part of this presentation. IBT is the most widely used form of evidence-based psychotherapy for people with dual diagnosis and is the first and only method featured by the American Psychological Association in their book “Healing Trauma: the Power of Group Treatment for People with Intellectual Disabilities.” Videos highlighting the incorporation of positive psychotherapy interventions will be shown along with descriptions and demonstrations of these new, effective evidence-based techniques. The incorporation of techniques from positive psychotherapy will expand the use of the model, increase research on effectiveness, and allow more individuals typically thought resistant to psychotherapy to have greater well-being.
WK7  How to Increase Happiness and Flow in Your Career

J. Stratton, Washington University in St. Louis, Saint Louis, MO, USA

What brings you alive? When do you thrive? This workshop will create an understanding of how career happiness and flow are developed. Drawing on the research of Mihalyi Csikszentmihalyi and his work on flow, this workshop will introduce practical ways of identifying, increasing, and sustaining both happiness and flow. This interactive workshop will utilize evidence-based research in positive psychology as a framework to increase and sustain career happiness and flow. Specifically, this workshop encourages participants to identify their passions, strengths, and the activities that put them in ‘flow’. The workshop connects what people love with their overall happiness and explores how this understanding can lead to career success, effective leadership and meaningful civic engagement. Those looking to align their careers with purpose and meaning are encouraged to participate in this workshop. By challenging ourselves to develop and sustain happiness in our careers, we will not only be creating social relevance and deeper meaning within ourselves, but also within the people with whom we teach, mentor, advise, coach, guide, and supervise.

WK8  Positive Health: Using Soaringwords’ Altruism and Reciprocity Interventions to Help Patients Flourish Amidst Serious Illness

L. Buksbaum, Soaringwords, New York, NY, USA

Every day, pediatric patients battle against medical challenges and the indignities of hospital life while struggling to maintain a pre-hospital identity. Throughout the day, patients and parents make dozens of key choices that enable them to flourish: experiencing positive emotions and self-expression, or feel hopeless and isolated. What can hospitals, families, friends, and even strangers do to ease the painful experience?

The workshop will provide an in-depth review of study design, interventions, and outcomes on adolescent well-being and how ‘pay-it-forward’ interventions encourage patients to take active roles in their own healing and the healing of others. Workshop findings from a national empirical study of 250 adolescent patients demonstrate the impact of positive interventions on patients’ well-being using constructs from PERMA and VIA Character Strengths.

Findings suggest that the power of the Soaringwords’ interventions comes from impacting both physical and psychological systems that allows the child and his or her support system to SOAR (Somatic response, Outcomes, Agency and Altruism, Resiliency and Reciprocity). The findings have implications for healthcare professionals and organizations looking to deliver positive interventions to secure better patient outcomes. Hands-on exercises and role-playing included in the workshop.

WK9  Developing and Delivering Positive Education Training for Teachers and Parents Within a School Community

J. Robinson, Geelong Grammar School, Victoria, Australia
C. Scudamore, Geelong Grammar School, Victoria, Australia

An essential element in the successful implementation of Positive Education is providing an opportunity for all members of the school community to learn about, and personally experience, the science of positive psychology. This science underpins all Positive Education activities and interventions. This workshop will provide participants with an overview of the Positive Education training courses available for all staff (teaching and non-teaching) and parents at Geelong Grammar School (GGS), the world’s first school to adopt a whole-school approach to Positive Education. Participants will experience sample elements of the School’s training courses and receive an overview of the training curriculum.

Key topics to be discussed with participants include:
- The value of Positive Education training for staff and parents
- How to design a Positive Education training course
- Ways to deliver Positive Education training to all members of a School community
- Ways to embrace and engage cynics in Positive Education training

Charlie and Justin will share their experiences, and the many lessons learnt, of delivering Positive Education training courses to teachers throughout Australia. They will also share insights from their experience of leading Positive Education courses in a growing number of Asian countries.
WK10  Authentic Leadership 2.0  

K. Thacker, Strategic Performance Solutions, Inc., Wilmington, DE, USA

The workshop focuses on methods of helping leaders become more authentic. In this workshop, authenticity is defined as being yourself with skill as opposed to simply being yourself. Case studies of leaders facing common complex dilemmas are used as a tool to clarify the difficulties of putting the notion of authenticity into practice in organizations. Participants are introduced to the research based four factors of authentic leadership. The four factors include self-awareness, internalized moral perspective, balanced processing, and relational transparency. Each factor is defined in practical terms and then each participant will complete an exercise designed to increase their capacity in that specific factor. For example, capacity in self-awareness will be increased through the use of an exercise entitled “to thine own selves be true” in which participants describe the ways in which their own behaviors vary across situations. Each exercise is taught in such a way that the participant experiences the exercise personally while learning how to use the exercise with clients. The workshop concludes with providing a list of tools, tips, and techniques that the presenter has found most effective in building the authentic leadership capacity in coaching relationships.

WK11  Training Coaches to Help Clients Enhance Their Well-being  

S. Foster, Success at Work, Charleston SC, USA  
J. Aronoff

This co-led workshop will show participants how Drs. Foster and Aronoff teach coaches to apply the research with their clients who wish to enhance their well-being in one or more of these five areas (Rath & Harter, 2010). The format features a brief overview (and a handout with references) of the empirical research on well-being emphasizing the contributions of the Gallup team, Martin Seligman’s PERMA model, Ed Diener’s description of subjective well-being, and the impact of increasing positive emotions generally, as articulated by Barbara Fredrickson, and by Sonja Lybomirsky, focusing on happiness specifically. The presenters will demonstrate two applications to participants and facilitate their practice of these coaching techniques in dyads of coach and coachee. The applied portion is based on Rath and Harter’s elaboration of the five areas of well-being: career; social; physical; financial; and community. Dr. Foster will first demonstrate coaching questions that can help clients identify ways to increase their experience of positive emotions. Dr. Aronoff will then demonstrate how to coach clients to enhance their well-being in one or two selected areas, building upon their exploration of increasing positive emotions. A short debrief of the practice and Q&A will conclude the workshop.

WK12  Positive Presenting: Techniques to Increase your Presence and Somatic Well-being  

S. Polly, Positive Business DC, Washington, DC, USA

Many academics and researchers all over the world have done powerful work in their labs to forward the knowledge base of psychology and human development. Often it can be challenging to find the best way to translate that information in a way that a lay audience can understand their work. In this new exploration of positive psychology, we plan to combine the positive humanities and specifically the theater arts with psychological and somatic research in a workshop to help presenters learn how to better command a room. It’s a common myth that you either have ‘executive presence’ or you don’t. Actors know that there are tangible techniques and exercises you can do to cultivate that presence and that they can be taught. The presenter brings her background as a positive psychology practitioner as well as an actor, playwright and Broadway producer to this somatic approach to well-being. She will mine the research and explore the internal (mental/intentional) aspect of ‘presence’ and the external (somatic/physical) aspect of ‘presence’ in a highly interactive workshop with tools participants can take away for their future presentations. To our knowledge, no one else is working in this specific area of psychology.

WK13  Neuroplasticity in Clinical Practice & Business  

M. Merzenich, UCSF, San Francisco CA, USA

Our NIMH Director asks us not to rest “on the cusp of a revolution, which is set to transform the diagnosis and treatment of mental illness and reverse the lack of major progress made in curbing associated ill health and death over the past 100 years.” We are at an extraordinary moment when the entire scientific foundation for mental health is shifting and healthcare is becoming the 21st
WORKSHOP ABSTRACTS

century discipline of clinical neuroscience.

Dr. Insell recommended brain-plasticity based strategies that include: cognitive training, psychosocial approaches, education, and the use of specially designed video and computer games. A tsunami of research supports combining neuroplasticity and positive psychology to drive brain plasticity in a positive direction for enhanced brain function, architecture and chemistry. Michael Merzenich has been called "the father of neuroplasticity" by knowledgeable experts in the field because of his role in conducting seminal research defining the functional organization and rehabilitation of the brain.

WK14 Application of Positive Interventions in Child and Youth Psychotherapy

P. Streit, IPPM, Graz, Austria

Based on the constructivist solution focused paradigm (Watzlawik, De Shazer, Insoo Kim Berg) the authors demonstrate theoretically and practically how Positive Interventions facilitate new focuses of attention and create new constructive solution patterns, which can easily be used in the daily interaction with children and adolescents with adaption disorders, depression, obsession and activity disorders. For that purpose ‘classic’ Positive Interventions like 3 Blessings, Discovering and Using Strengths, Gratitude, ACR, Acts of Kindness, Belonging To and Serving Something Bigger than Self (Altruism), GRIT etc. and meditation exercises have been adapted for the appropriate use with children (age 4 to 10) and adolescents (age 11 to 18). The program will be presented and exercised for groups (including parents) as well as for the individual setting. The authors demonstrate how Positive Interventions can be embedded in psychomotoric exercises, which address the need of children and adolescents for activity.

WK15 Building Teacher Resiliency: Mentoring with a Growth Mindset and Signature Strengths

L. Lunsford, University of Arizona South, Tucson, AZ, USA

The contribution of this workshop will be to highlight and discuss a strengths-based approach in a high quality student-teacher mentoring program. The program was for pre-service math and science teachers in high-need schools along the U.S. border with Mexico and was funded by the U.S. Department of Education. The mentoring program drew on positive and community psychology principles, which emphasize asset mapping, small wins, empowerment, and building resilience. The program is now three years old and was designed to meet challenges faced by rural, high-need school districts in preparing high quality math and science teachers. A Mentoring Institute increased all the participants’ (mentees, mentors, and coaches) self-awareness about personality preferences, strengths, communication preferences, and beliefs about learning. Mentors, mentees and coaches were trained together so that lessons for mentors would be explicit for mentees, who were expected to become a mentor in future years. This workshop will share how the Virtues in Action and Growth Mindset activities were used in the Mentoring Institute to bring about changes in teacher resilience and student learning.

WK16 Romance and Research: Connecting the Head and the Heart

S.P. Pawelski, Freelance Writer, Philadelphia, PA, USA

J.O. Pawelski, University of Pennsylvania, Philadelphia, PA, USA

Positive psychology research indicates that one of the most important factors in human flourishing is building close relationships with others. Romantic relationships, in particular, have an enormous influence on our well-being. Yet, as divorce rates indicate, it is not always easy to maintain a healthy relationship over the long term. Furthermore, of the relationships that do stay intact, many are merely languishing rather than thriving. Can positive psychology help couples improve and sustain their relationships? Although there is as yet no comprehensive treatment of this question in the field, there are a number of promising findings. This interactive workshop is for anyone who would like to explore ways of applying positive psychology research to relationships.
WK17  Positive Identity Infusions: A Tool for Building Thriving and Engagement in Organizations

J. Dutton, University of Michigan, Ann Arbor, MI, USA
S.J. Ashford, University of Michigan, Ann Arbor, MI, USA
L.D. Cameron, University of Michigan, Ann Arbor, MI, USA
M. Nujella, University of Michigan, Ann Arbor, MI, USA

How we narrate who we are at work matters for our sense of thriving, engagement and commitment in that important context. The goal of this workshop is to provide attendees with a research-based tool to foster the cultivation of positive work identities. We will document a range of benefits of constructing positive identities at work based on two empirical studies and the general literature on positive identity in organizations. We then will introduce and engage attendees in a tool that opens up four different ways of cultivating positive work identities (called the Positive Identity Infusion Tool). The tool is designed to ‘unlock resources from within’ and to foster consideration of how positive identity infusions can be used in workplaces more generally. We hope you will join us in an interactive workshop designed to inspire and equip you with knowledge about the power and possibilities of cultivating positive identities at work and beyond.

WK18  Using the Language of Positive Psychology in the Classroom

A. O’Grady, University of Tampa, Tampa, Florida, USA

What educators say - and when, where, how, and why they say it - matters! The educator’s positive psychology voice becomes the voice that students hear inside their heads. The workshop emphasizes the importance of using the language of positive psychology, consistent with the affective neuroscience of learning, to create an educational action plan that motivates a positive psychology self-narrative. In this interactive workshop, educators learn to use the language of positive psychology to shape and infuse all teaching-learning interactions and transactions with positive psychology principles and practices (PERMA). Educators master the language of positive psychology so they are able to help students create a self-narrative that encourages success and manages disappointment with equanimity. They learn to help students use private speech to navigate challenges with persistence and calm. Through individual/partner exercises, educators practice deploying the language of positive psychology in the classroom to build emotional strength, promote effective relationships, infuse meaning, and accomplish well-being. The workshop intends to enable educators to translate positive psychology for educational use by learning the language of positive psychology themselves, and by teaching it to their students.

The proven value of affirmations, story-telling, literature, and journaling as positive psychology language strategies is also considered.

WK19  Positive Psychological Assessment: Using the Balanced Diagnostic Impressions Model

L. Magyar-Moe, University of Wisconsin - Stevens Point, Stevens Point, WI, USA

Psychological assessment is a fundamental practice within the work of applied psychologists, guiding diagnostic decisions, informing treatment planning, and providing the means to evaluate the ongoing process and outcomes of therapy. Traditional practices have resulted in assessment methods that are skewed towards negative traits and functioning (Lopez & Snyder, 2003; Seligman & Csikszentmihalyi, 2000). However, there has been a substantial shift in this practice with the growing body of positive psychology research, resulting in a number of tools available to practitioners (e.g., Lopez & Snyder, 2003; Magyar-Moe, 2009). Research from positive psychology can be used to inform the assessment process in order to balance the deficit perspective. In this workshop, participants will learn how to utilize the Balanced Diagnostic Impressions Model of Assessment (Owens, Magyar-Moe, & Lopez, in press) which was built upon and integrates recommendations for a comprehensive approach to the practice of positive psychological assessment in a therapy context. More specifically, participants will learn how the acronym DICE-PM can be used to summarize the variables assessed in this model: Diagnosis, Individual Strengths and Weaknesses, Cultural Assets and Struggles, and Environmental Resources and Deficits, Physical Wellness and Health Concerns, and Mental Health Category (flourishing, floundering, languishing, or struggling).
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WK20  Transforming Business through Compassion: Interventions to Strengthen Compassion and Work Performance in Organizations

J. Hakanen, University of Helsinki, Helsinki, Finland
F. Martela, M. Paakkanen, L. Uusitalo-Malmivaara

As we have entered into a post-industrial economy, there is a need to rethink the success factors of modern business. In team-based and service-oriented work environments, compassion could be a key resource for both well-being and productivity. Accordingly, we have started a pioneering, wide-ranging and internationally co-operated research project that aims to develop interventions to strengthen compassion in organizations, and to measure their impact on both employee well-being and business outcomes. Currently, we are testing three types of interventions: 1) Empathy and interaction skills training. 2) Identifying employees’ signature strengths and finding ways to use them to serve the community. 3) Loving-kindness meditation. Based on previous research we suggest that compassion is linked to economic success in the corporate world through six pathways: innovations, customer interactions, recruitment and commitment, better workplace well-being, product sales, and, finally, cultures and climates of compassion and joint enthusiasm. In this presentation, we describe the interventions in more detail and present the first results of how they impact individuals, their perception of organizational atmosphere, and organizational performance. We conclude by discussing future implications for developing cultivation of compassion in organizations.

WK21  Being Better: Rewriting Our and Others’ Adolescence

M.E. Garassini, Universidad Metropolitana, Caracas, Venezuela

The main goal of these workshop is rewrite conception about the meaning of our and others’ adolescence experiences focused on the new approach Positive Youth Development (PYD). Experiential exercises and exchanges will be used to review different components of the PYD and their powerful to create human development and well-being during life. Considering scientific study of adolescence over the past century has been framed largely by a deficit perspective considered it a period of storm and stress, developmental problems or crisis. Within this view, adolescents were problems to be managed and positive development during this period of life was indexed by absences of or decreases in problems. Looking at the field of youth development in the early years of this century, it appeared that it is easier to determine what youth should avoid (e.g., violence, drugs mental health problems) than to identify youth characteristics and experiences that are indicators of thriving, positive development, or well-being (Moore, Lippman, & Brown, 2004; Lerner, Phelps, Forman, & Bowers, 2009). This conceptual frame about adolescence is mixed with expressive writing (Pennebaker, 2004) that proposes: when people are given the opportunity to write about emotional events, they often experience improved Physical and Mental health.

WK23  Positive Business - Authentic Engagement in Productivity

P. Teagarden, University of Pennsylvania, St. Louis, MO, USA

Business M.O.dels often overlook the M.O. of the individuals, which has been proven to hinder productivity as it undermines the engagement of employees. Certified in over 35 psychometric tools, including those used to measure personality, behaviors, skills and culture, Pamela’s presentation will focus on what we miss in using typical assessment tools and how we might better position culture to reframe engagement so that productivity is increased and people stay engaged. Using metrics around authenticity, she will show seemingly subtle changes to the people practices that can produce dramatically different results to business drivers. Using her grounded research on engagement and productivity and other studies that show the cost to business of disengaged employees, she will summarize what positive impact maintaining an authentic culture can have on the bottom line of a company’s financials without sacrificing the subjective well-being of individuals inside the organization.

WK24  Beyond Self-Doubt and The Science of Self-Efficacy and Self-Confidence

L. Jewell, Canadian Positive Psychology Association, Toronto, Ontario, Canada

How can we help people who have a great deal of self-doubt who just do not believe they have the talent, skills or knowledge to succeed? Self-efficacy is a person’s belief in his or her ability to succeed in a particular situation and it is known as one of the major factors affecting performance and how people think, behave and feel. In this session we will explore the scientific foundations of self-doubt, what it is and how it manifests,
highlighting research from the Laboratory on the Uncertain Self at Ohio State University. Louisa will then discuss the science of self-efficacy and the 4 strategies that build self-efficacy and self-confidence. You will learn practical, hands-on tools in positive psychology and solution-focused coaching you can use to build your client’s self-efficacy and hope. You will walk away from this session knowing more about how to make your clients more confident and courageous.

WK25  Meaning at Work: Using Meetings in Organizations to Create Meaning

I. Ravn, Aarhus University, Copenhagen, Denmark
N. Tange, Aarhus University, Copenhagen, Denmark

Following Seligman’s (2002) definition of meaning, we define meaning-at-work as the experience that in using our signature strengths at work, we serve something larger than ourselves. Specifically, we suggest that this involves four parameters: 1. The use of our personal strengths and potentials (Peterson & Seligman, 2004), 2. The contribution we make to others at work (Crocker et al., 2006), 3. The value that our organization creates in society (Ghoshal, 1999) and 4. The sense of community offered by our fellow workers (Baumeister & Leary, 1995).

In an intervention study of three knowledge-based organizations in Denmark, we explored the extent to which employees experience meaning in work meetings. We trained managers in modern meeting facilitation, which stresses the active involvement of meeting participants as well as the production of value and meaning in meetings. Drawing on positive psychology, we emphasized positive deviance (Spreitzer & Sonenshein, 2003), high-quality relationships (Dutton & Ragin, 2007) and the larger purpose (Steiger, 2009) that each agenda item is meant to serve.

Results show an improvement in meeting performance and, specifically, the experience of meaning derived from meetings Being a meeting itself, this workshop will exemplify meeting facilitation, including the use of reflection and participatory processes.

WK26  Positive Emotions and Creativity at Work: Creating a Thriving Culture that Boosts Creativity, Innovation, Collaboration and Learning

S. Langley, Emotional Intelligence Worldwide, NSW, Australia

Creativity may be the next most important area in positive psychology. In a world where organisations increasingly require leaders and teams to co-create innovative, market-leading solutions, generate creative ideas and solve problems creatively under pressure, from every-day tasks to complex issues that require deeper insight and emotional intelligence, harnessing creative potential has never been so vital. Research shows when people experience positive emotions they tend to be more creative and productive. They see the big picture, generate more creative ideas, collaborate and build enduring social connections. Employee moods influence creativity, job performance, collaboration and decision-making in organisations. Yet modern workplaces are seldom geared toward a culture where creativity thrives. In fact, they often create conditions that narrow rather than expand thinking. By focusing on building a positive emotional climate that enables people’s brains to perform at their creative best, organisations can boost creative output, collaboration and learning.

This experiential session explores practical applications of positive emotions for learning, innovation and creative thinking in the workplace and classroom. Sue Langley draws on original research and extensive experience building positive organisational climates and shares tangible strategies for generating positive emotions and creating team and learning environments that maximise creative output and potential.

WK27  Mindful Decision Making: A Workshop on How to Make Decisions that Make Us Happy

D. Nir, Ono Academic College, Kiryat Ono, Israel

This workshop offers participants a theoretical framework and a practical intervention method for mindfully resolving everyday inner conflicts and reaching win-win decisions that promote personal thriving and well-being. This workshop introduces the Negotiational Self Theory (NST; Nir & Kluger, 2009; Nir, 2011), which suggests that whenever we need to make a decision or choose between alternatives, our internal dialogue becomes a negotiation process between different and opposing aspects of the self. Although these negotiations take place internally, they nevertheless adhere to the same fundamental strategies that are known to transpire between people in inter-personal negotiations. Hence, just as between people, intra-personal negotiations may result in either coercive win-lose or integrative win-win decisions. Recent research has shown that people who reach integrative win-win decisions gain higher psychological utility, are more satis-
fied with the decision, and feel more hopeful, confident and enthusiastic about implementing the decision in the world, and most importantly are generally happier with their lives (Nir, 2009; Nir, 2011). This workshop will offer participants an empirically validated four-step intervention that will guide them in the process of steering any inner conflict in a mindful manner so as to transform automatic coercive tendencies into creative and integrative win-win decisions.

WK28  Restore Yourself: The Antidote for Professional Exhaustion

E. Greenblatt, University of Toronto, Rotman School of Business, Canada

The ‘Restore Yourself Workshop’ uses Dr. Edy Greenblatt’s research-based framework Personal Resource Management (PRM) and her award-winning book “Restore Yourself: The Antidote for Professional Exhaustion” to help you develop customized, actionable solutions to increase your productivity, job satisfaction, morale and overall effectiveness. This workshop teaches leaders to manage in ways that help everyone remain resilient under challenging, changing conditions. Throughout the workshop, Dr. Edy Greenblatt exposes the common misconceptions about our energy levels, including the myth of work-life balance. In this workshop, we confront the flawed belief that we do not have time to get the rest and restoration we need without quitting our jobs, getting divorced or moving to Costa Rica. Dr. Edy helps participants diagnose precisely which work activities can be energizing for them and the conditions under which non-work activities can be draining and definitely not restorative. At the end of this workshop, you will know how to remain resilient in the face of common sneaky depleters, how to build strategic restoration into your workday, and how to successfully remedy energy losses as they occur. Each participant completes the PRM Task Assessment and leaves with a personal action plan to start making impactful changes immediately.

WK29  Putting Your Strengths to Work

M. McQuaid, Melbourne University, Melbourne, VIC, Australia

Studies suggest when people have the chance to develop their strengths regularly at work, it improves their individual well-being, their workplace performance, and organizational outcomes. As a result more workplaces are using assessment tools like Gallup’s StrengthsFinder, the VIA Survey and Realise2 to help employees discover their strengths. Once complete however, many companies struggle to embed the development of strengths into their people management processes. Having helped thousands of employees take their strength results and find tested, practical ways to use them every day at work this workshop will share with you:

- How to make strengths survey results meaningful so employees understand how to develop strengths like ‘woo’, ‘love’ or ‘resolver’ in ways that will be valued in their job and in their organization.
- The power of igniting hope in employees by getting clear on what their strengths-fuelled future might look like and how they can consistently find the golden mean of their strengths, rather than underplaying or overplaying what they do best.
- Why a daily 11-minute strength-development habit can positively impact a career and the simple neurological loop anyone can harness to put their strengths to work no matter what their job description says.  ..........  

WK30  Applying Positive Psychology in the Helping Professions: An Integrative Framework

M. Tarragona, PositivaMente, Mexico City, D.F., Mexico

Positive Psychology encompasses a range of conceptual categories: from a theoretical critique of a field, to a rich corpus of research findings on well-being, to a variety of specific activities and behaviors that people can implement to improve their lives. These various categories or logical levels have different implications in terms of how positive psychology can be applied in the helping professions. This workshop offers therapists, counselors, coaches and other practitioners a logical framework to organize 4 different ways of applying positive psychology in their work: as a philosophical stance or general orientation; as a source of information; as positive interventions and as accompanied self-help.

The workshop is theoretical and experiential (and, hopefully, fun!). In a collaborative environment and through individual and small group activities, people will work with case vignettes, apply the model to how they are currently using positive psychology in their practice and play learning games to generate positive psychology resources for themselves and the group.
WK31  Systematic Training in Sustainable Forms of Compassion: An Empirical and Experiential Introduction

B. Ozawa-de Silva, Life University, Marietta, Georgia, United States
T. Pruzinsky, Quinnipiac University, Hamden, Connecticut, USA
R. Shook, Life University, Marietta, Georgia, USA

We review the manualized training program and empirical research documenting the efficacy of Cognitive-Based Compassion Training (CBCT, developed at Emory University). Workshop participants are invited to engage in brief experiential exercises elucidating the sequential approach to skill development at the core of CBCT. This sequence includes the cultivation of mindfulness, self-compassion, equanimity, gratitude, affection, and ultimately aspirational and active compassion. In essence, CBCT is an integrated system of individual PPIs.

For each mental state we engage in analytical contemplation on the benefits of that specific mental state (e.g., equanimity), followed by one-pointed concentration on the emotion and/or a cognitive conviction regarding the benefits of that mental state that arises from the analytical contemplation. This sequence is repeated for each skill.

Furthermore, we elucidate how CBCT provides systematic training in mindfulness-awareness and in interpersonal abilities necessary to learn about and empathize with others which is at the heart of multicultural competence. The workshop concludes with a review of the psychometric literature regarding obstacles encountered when learning a new technique. Workshop participants will be invited to complete the Determinant of Meditation Practice Inventory (DMPI) (Williams, Dixon, McCorkle, & Van Ness, 2011) which focuses on anticipating possible obstacles to regularly practicing compassion skills.

WK32  Finding Opportunities to Apply Positive Psychology in the Workplace Everyday

S. Lewis, Appreciating Change, London, UK

This workshop will explore and give guidance on how to bring positive psychology into workplace discussions and challenges. It will explain how opportunities such as micro-moments of interaction project or team leadership group membership can all be used to bring positive psychology approaches into the work process. It will identify some of the common challenges of ‘doing something different’ in the workplace and help people create strategies to achieve that, whether from a leadership or a membership position.

Twenty distinct positive psychology concepts will be introduced through the use of a positive organizational development card pack. Groups will be able to explore how they might work with a particular card in detail - as a prompt to discussion and disclosure, as a prompt to visioning future possibilities, as a prompt to scale measure ‘as is’ and ‘desired’ state, or as an aide to personal development, for example.

Participants should leave with a strong sense of ‘how’ they can apply their learning and knowledge about positive psychology in practical ways to the everyday challenges of work in informal and opportunistic ways at a local level in their own sphere of influence.

WK33  Using the Well-being Profiler for Schools

T. Chin, University of Melbourne, Victoria, Australia
L. Waters, University of Melbourne, Victoria, Australia
T. Joyce, University of Melbourne, Victoria, Australia

A well-being portal for schools has been developed. This portal provides schools with an intuitive and interactive dashboard to manage and administer a battery of validated well-being measures. Completed student surveys will be automatically scored and a general well-being profile for the school will be generated for each data collection time-point. The well-being profile will consist of descriptive scores for the various well-being domains measured. This profile will provide schools with a snapshot of their students’ current level of well-being and assist schools in identifying areas which require additional support. Additional features, such as multiple time-point comparisons, are available as add-ons.

This workshop will introduce the theoretical approach for measuring the key components that contribute to youth mental health and well-being. Workshop participants will have the opportunity to experience the well-being portal, from both student and school perspectives, using their own devices. Participants will also have the opportunity to explore the interactive dashboard using an existing sample dataset, to generate scores and a sample well-being profile.
IPS1 – Individual Presentation Session 1: CLINICAL APPLICATIONS

IPS1.1 An Investigation into how Neuro-biofeedback Training can be Added to Positive Psychology as a Source of Intervention to Increase Subjective Well-being, Self-efficacy, and Self-Esteem

H. Demichelis, Swingle Clinic, Vancouver, BC, Canada

Positive Psychology and Neuro-biofeedback mirror the same intention of wanting to foster optimal human functioning and well-being, even though they have seldom informed each other. In Neuro-biofeedback, positive results such as calmness, focus, mental flexibility can be objectively measured and trained with the use of EEG equipment and physiological sensors. Yet, the effects of Neuro-biofeedback training on aspects such as well-being, self-efficacy and self-esteem have not been very often tested.

This dissertation describes a controlled trial to test an 8-week intervention with Neuro-biofeedback. Results from the participant and control groups formed by professional female basketball players supports the use of the training as an intervention in Positive Psychology practice.

The training is effective in increasing subjective well-being, boosting positive affect and reducing negative affect, and in raising self-efficacy and self-esteem. These results are discussed within a description of the history and rationale of Neuro-biofeedback. The possibility of gaining ability in self-regulation through Neuro-biofeedback is to be related to increased positive affect, self-esteem and personal control, therefore the intervention can be recommended as a strategy to improve subjective well-being.

IPS1.2 Positive Psychology in an Integrative Neurorehabilitation Setting

M. Pereira, SARAH Network of Rehabilitation Hospitals, Brasilia, Brasil

As many of the patients that come to a neuro-rehabilitation hospital are dealing with the loss of function, it is a challenge to the rehabilitation team to try to engage them in different activities in order to keep a healthy lifestyle, and at the same time helping them to re-signify their expectations. Even though many find positive growth following disability, helping the patients and their family to cope with sudden changes in their lifestyle or expectations is an important part of rehabilitation team responsibility on their mental health. At the SARAH Network of Rehabilitation Hospitals the rehabilitation strategy is planned according to the patients’ strengths, integrating validated positive psychology interventions in the multidisciplinary workplace. We also discuss how these strategies are applied to different contexts: improving self-efficacy in spinal cord injury patients, creating positive interactions in between caregivers and Alzheimer’s disease patients, helping parents raise resilient child with developmental delays for different reasons while raising hope in the parents. Positive psychology is the theory in which much of our rehabilitation philosophy is based, and the satisfaction of our patients is the ultimate result of how this fairly new science is able to change their life.

IPS1.3 Child Well-being Therapy as a New Psychotherapeutic Approach to Promote Eudaimonic Well-being in Clinical Child Neuropsychiatry: A Randomized Controlled Study

C. Ruini, University of Bologna, Bologna, Italy
D. Visani, University of Bologna, Bologna, Italy
E. Albieri, F. Vescovelli

Background: The aim of the study was to test the feasibility of a new psychotherapeutic protocol for treating children and adolescents with mood and anxiety disorders: Child-Well-Being Therapy (CWBT).

Methods: CWBT consists of a modified and extended version of Well-being Therapy adult protocol (12-sessions). It has been developed and then tested in a controlled study with 34 patients (8 to 16 years) affected by mood and anxiety disorders. They were consecutively randomized into 3 different groups: CWBT, Cognitive Behavioral Therapy (CBT), 6-month waiting-list (WL).

Results: Both treatments resulted effective in decreasing distress and improving well-being according to both clinical judgment and patients’ self-evaluation. CWBT was associ-
ated with higher improvement in anxiety and showed a greater recovery rate (83%) than CBT (54%). Both groups maintained beneficial effects and CWBT group displayed a lower level of distress as well as a higher positive trend in well-being scores over time.

Conclusions: Future studies with larger sample size should explore whether the sequential integration of well-being and symptom-oriented strategies could play an important role in children and adolescents’ psychotherapeutic options, fostering a successful adaptation to adversities during the growth process.

IPS1.4  Courage: A Missing Component in the Childhood Anxiety Treatments

N. Singchawala, Forest Institute of Professional Psychology, Springfield, MO, United States

This presentation will discuss the possibility of integrating courage into treatment for childhood anxiety disorders. Many children and adolescents are suffering from anxiety disorders. The current treatments for childhood anxiety disorders are various forms of cognitive-behavioral therapy such as social skill training, relaxation techniques, cognitive restructuring, exposure therapy, parent anxiety management, and medications especially drug in the selective serotonin reuptake inhibition (SSRI). Finding from current research suggested that approximately 50% of the patients responded to either cognitive behavioral therapy, or medication, while approximately 70% of the children responded to a combination of CBT and drug therapy (Walkup et al., 2008). However, approximately 30% of children showed symptoms remission (Ginsburg et al., 2011). Anxiety disorders are based on fear and worries. Perhaps, integrating courage into current treatment could enhance treatment outcomes. This means teaching children to manage their anxiety in an anxiety provoking situation, as well as courage to counterbalance anxiety and fear in an individual therapy session.

IPS2 – Individual Presentation Session 2: EDUCATION AND SCHOOLS

IPS2.1  Encouraging Imagination, Creativity, and Dreaming in Education

S. Kaufman, University of Pennsylvania, Philadelphia, PA, USA

Our society is robbing children of opportunities for imagination, creativity, and productive dreaming by emphasizing superficial, standardized learning. This is of utmost importance considering that learning to solve the increasingly complex problems of the 21st century will require creative qualities like originality, curiosity, risk-taking and being comfortable with there being no single correct answer. In this talk, I list the very specific conditions that must exist for creativity to flourish including: rewarding risk taking and originality, giving students more autonomy to create, allowing more time for daydreaming and personal reflection, making tasks more meaningful and relevant to their personal goals, helping students find and develop their unique purpose and identity, building their confidence and competence to learn new information, helping them deal with adversity, making tasks conducive to flow by engaging them in the appropriate level of challenges, and fostering supportive, positive social relationships. This talk will conclude with an example of a new educational initiative that ticks these boxes. Through the support of “Dream Directors”, The Future Project is creating a nation of dreamers who are poised to be the creative leaders of our next generation.
IPS2.2 Positive Intervention with Memory Therapy for a School Refusal Student
S. Sakuma, International University of Health and Welfare, Tsukuba, Japan
B. Gyawali, Competence Psychology Center International, Japan
J. Yamaguchi, Competence Psychology Center International, Japan
J. Watanabe, Showa University, Tokyo, Japan
T. Katsumata, Kumamoto University, Kyushu, Japan

Purpose: The client with selective mutism is a thirteen year old, and refused to go to junior high school. The client explained that he was afraid of “feeling cold eyes” from his classmates. In order to help the client attend school, his dysfunctional competences need to be remedied.

Intervention using memory therapy (Katsumata, 1994) was conducted to get the client to return to school.

Methods: The memory therapy was conducted in 17 therapy sessions every other week during eight months. Memory training initially involved using the link system for images (Lorayne & Rucus, 1974). Sums of the first recall time, the second recall time, and the third recall time were measured in each training session. After the recalls, impressions of the client were recorded. The Feeling-Attitude scale (Hildress, 1946) and The Kumamoto University Competence Scale (Katsumata, 2005) were also administered.

Results & Discussion: After the 14th session, the client started to attend class the whole day. There were small changes in the competence level, indicating that memory training improved the client’s cognitive style, vocal action, volition, task accomplishment, and self-confidence. The memory therapy might provide a powerful positive intervention, and can become one of models for positive intervention.

IPS2.3 Positive Education at School: Effects of the Maytiv Positive Psychology School Program on Adolescents' Subjective Well-Being, Achievement and Engagement
A. Shoshani, Interdisciplinary Center (IDC) Herzliya, Herzliya, Israel
S. Steinmetz, Interdisciplinary Center (IDC) Herzliya, Herzliya, Israel

The recent upsurge in the science of happiness has been accompanied by an increasing number of positive psychology-based school endeavors unifying positive psychology elements with educational practices. These endeavors evolved into the domain of “Positive Education”, a growing area of inquiry that strives to integrate positive psychology fundamentals with educational practices in order to promote subjective well-being of school children. Since Positive Education is young research field, very few positive psychology school interventions have been empirically evaluated for their impact and sustainability. The present presentation proposal focuses on a large-scale randomized-controlled trial that evaluated the effects of the Maytiv positive-psychology school program (www.maytiv.com) on subjective well-being, mental health, school engagement, and academic achievements of school students from six middle schools in Israel. 1262 seventh- to ninth-grade students participated in a one year intervention program and were compared to 1255 students in 35 control classrooms.

In a two-year longitudinal repeated measures design, the study assessed pre- to post-test modifications in the targeted factors. The findings showed significant decreases in anxiety and depression symptoms, and increases in self-esteem, self-efficacy, school engagement and academic achievements among the intervention participants. These results demonstrate the potential benefits of evidence-based positive-psychology interventions for promoting adolescents’ subjective well-being.

IPS2.4 How Can Local Government Schools Create Thriving Institutions, Teams and Individuals?
R. Kaufman, Thriving Mind, Melbourne, Victoria, Australia
S. Doherty, Malvern Central School, Malvern, Australia

As the field of positive psychology continues to gain...
momentum, interest in positive education also continues to grow with an increasing recognition of the important role played by schools in fostering well-being, and the link between well-being and academic success. Several of Australia’s prominent private schools have led the way with conceptual and research frameworks that merge academia, social-emotional learning, character education and whole-child education in systematic and pragmatic ways. Yet the representation of positive education programs in government funded state schools remains low. Many public schools find implementing a sustainable positive psychology program challenging due to limited resources and competing demands. This presentation will outline how Malvern Central School, a state government school, has collaborated with psychologists to bring positive psychology to their staff, students and community.

MCS’s positive education program was introduced in 2012 to enhance engagement, well-being and academic performance in line with the strategic plan. Systems theory informed the process, with staff receiving training and individual and group coaching before the focus shifted to student curriculum and co-curriculum. MCS parents also participated in workshops, enabling support and sustainability. The presentation will summarize the process driven by MCS with guidance and training by psychologist Romi Kaufman.

IPS3 – Individual Presentation Session 3: HAPPINESS AND EUDAEMONISM

IPS3.1 A Course in Flourishing: Evaluation of the Effectiveness of a Training in Applied Positive Psychology
D. Blickhan, Inttal Institut & Free University, Berlin, Grosskarolinenfeld, Germany

This follow up study evaluated effects of a training in applied positive psychology in comparison to a control group, carried out in Germany. The course addressed a general population group who aimed to increase their level of subjective well-being. Over a period of six months, participants’ subjective happiness, flourishing, positive mood and life satisfaction increased, while their depressive symptoms and risk for burnout decreased. These effects were statistically significant at the end of the course and two months later, thus indicating sustainable changes in psychological functioning. This study shows evidence for the effectiveness of this type of training which is open to the general public. The course is short (five evenings over four months), therefore cost-effective, and available in form of a handbook. It can consequently be delivered by any experienced coach or psychologist and provides a practical course of action in times of increasing prevalence of depression and burnout.

IPS3.2 Combined Eudemonic and Hedonic Ratio Associated to Gender Equity Attitudes Among Mexican Adults
R. Hernandez-Pozo, National Autonomous University of Mexico, Cuernavaca, Mexico

Current theoretical lines of research on subjective well-being (SWB) identify eudemonic and hedonic aspects of happiness as independent in their predictive value over health related behaviors. The way people interact with each other and shape their SWB could be strongly influenced by gender stereotypes and prejudices. If this is true, health related behavior might be also marked by gender biases. The purpose of this study was to assess gender equity attitudes among Mexican adults and to map both their eudemonic and hedonic profiles in 10 life domains, while measuring some robust physical health indexes. 360 people, women (60.2%) and men (39.8%) participated from eight states of Mexico, their ages ranging from 30 to 68 years old (x=44.4, d.e.=8.9), they responded to the Eudemonic and Hedonic Happiness Inventory (Delle Fave, et al. 2010), the Attitudes towards Gender Equity questionnaire (De Sola, et al, 2003), sociodemographic data. Baseline blood pressure and BMI was also monitored. Results from life domains were analyzed for happiness, meaning and a combined index reflecting both. Significant differences among men and women were recorded both for eudemonic and hedonic happiness, as well as for the combined index, depending on variables such as education, age and of having children.

IPS3.3 Making Decisions That Make Us Happy
D. Nir, Ono Academic College, Kiryat Ono, Israel

This talk will demonstrate that both situational and chronic well-being are linked to everyday decision making. To reveal this link, a key variable is introduced as a driver of
happiness: the Decision Integration (DI) level. DI represents the extent to which various and opposing dreams, aspirations, concerns, and needs are addressed and satisfied in the decision reached, and may range from low DI (i.e., coercive decisions), to high DI (i.e., integrative decisions). Low Decision Integration (DI) refers to decisions that satisfy some aspects of the conflict while other aspects remain lacking and unfulfilled, whereas high DI refers to mindful and integrative decisions that simultaneously satisfy opposing aspects and consequently enhance well-being. Study 1 (N= 275) shows that DI can be measured reliably by independent judges across different types of inner conflicts, and that DI correlates with situational well-being. Study 2 (N= 182) demonstrates that DI correlates with multiple measures of general well-being. Moreover, the standardized latent paths were .21 from general well-being to DI, and .87 from DI to situational well-being. One implication of this work is that training people to improve their DI may increase well-being.

IPS3.4 Habits and Happiness: Apply the Research from Positive Psychology to Become Happier and Improve Your Well-being

B. Pobric, Institute for Advanced Human Performance, Princeton, New Jersey, US

This Individual Presentation is based on my book “Habits and Happiness: How to Become Happier and Improve Your Wellbeing by Changing Your Habits”, my Habits and Happiness workshops, speaking engagements, individual coaching sessions, online classes (almost 3,000 registered students) and many years of helping others change their life for the better while applying the research from Positive Psychology.

Specifically in this 10-to-15 minute presentation I will provide the 7 Scientifically Based Tools to help participants change their habit and/or introduce new habits. The focus will be on applying specific research in a very simplified way that everyone in the audience can understand (from researchers to folks willing to learn about positive psychology). In addition, this session will help the coaches and positive psychology practitioners understand and apply the same tools with their own clients. I will explain how to apply the research in the areas of will power, power of belief (placebo/nocebo effect), activation energy, dopamine, support group and accountability partner, creating "small wins", measuring your success, announcing your new habits, etc.

IPS3.5 Positive Emotions Predict Need Satisfaction and Vice Versa: Integrating Self-determination Theory and Broaden-and-Build Theory

F. Martela, Aalto University, Helsinki, Finland

W. Unanue, Universidad Adolfo Ibañez, Instituto del Bienestar

V.L. Vignoles, University of Sussex

The broaden-and-build theory predicts that positive emotions build future psychological resources leading to trajectories of growth and well-being. Self-determination theory posits that human beings have three basic psychological needs (autonomy, competence and relatedness) that are necessary resources for growth and well-being. We report the first research to date integrating these two key scientific theories of human optimal functioning. Using causally-sensitive longitudinal designs, we tested whether positive affect and need satisfaction would reciprocally and prospectively predict each other. Using a two-wave cross-lagged design over 14 days, Study 1 (N = 79 US students) showed that positive emotions and need satisfaction reciprocally predict each other. Study 2 (N = 461 UK adults) replicated these findings using a three-wave design over 3 years. Together, the studies provide converging evidence that positive emotions and need satisfaction are prospectively and reciprocally linked to each other. Our findings extend the broaden-and-build hypothesis of positive emotions to the key psychological resources of autonomy, competence, and relatedness. Furthermore, our studies offer additional theoretical and empirical evidence to explain how and why need satisfaction may lead to growth and optimal well-being across time. Theoretical and policy implications are discussed.
IPS4 – Individual Presentation Session 4: CULTURAL DIFFERENCES

IPS4.1  Purpose, Identity, and Well-being Among Emerging Adult Hispanic Women

V. Madrazo, South Miami, FL, United States
D. Stephens, Florida International University, Miami, FL, United States
M. Levitt, Florida International University, Miami, FL, United States

Hispanic women outnumber Hispanic men in both college enrollment and completion (Cauchon & Overberg, 2012; Pew Hispanic Center, 2012), and yet they are underrepresented in the literature (Rodriguez, Guido-DiBrito, Torres, & Talbot, 2000). Researchers such as Owles (2009) and Stoddard and Garcia (2011) have called for more studies that examine identity and well-being among emerging adult Hispanic women. The current research addresses this discrepancy in the literature by replicating the 2011 study by Burrow and Hill, which examined the mediating role of purpose commitment on the relationship between identity commitment and the well-being outcomes of hope and life satisfaction. Five hundred thirty-two undergraduate Hispanic women between the ages of 18 and 25 submitted self-report, cross-sectional, quantitative data, which was analyzed using structural equation modeling. Results suggested good model fit, which indicated that the initial findings were replicated in the current study, namely that purpose commitment fully mediated the relationship between identity commitment and hope, and partially mediated the relationship between identity commitment and life satisfaction. Furthermore, results indicated cultural convergence regarding the association of an individual’s identity with well-being through a sense of purpose. Suggestions for future study include the use of contextual variables as well as mixed-method study design.

IPS4.2  Applying Positive Psychology Amidst National Turmoil: One Organization’s Journey to Transform its Culture in Ukraine

G. Timmerman, Positive Work, IPPA Work & Organization Division President-elect, Barcelona, Spain

Thankfully, we see more and more case studies on how organizations are applying positive psychology principles and tools to the workplace. This case study examines the impact of a humanistic leadership model oriented towards creating a more positive work culture within a Ukrainian marketing group.

The aim of the presentation is to give an overview of which evidence-based, positive approaches worked well for this organization and what it means to focus on the ‘positive’ within an uncertain external environment. This includes sharing real world outcomes that matter to organizational health, sustainability, and bottom line outcomes.

A retrospective analysis with research results from organization-wide assessments and in-depth interviews will be presented to illustrate how subtle changes in employee mindset and people management can drive significant organizational change. From this analysis we draw several conclusions as to how and why these particular positive approaches worked. We observe the association between work engagement and business and HR indicators, such as retention, sales performance, and employee satisfaction.

We will also share several exploratory assessment tools used to understand where to go deeper with positive psychology interventions, and which positive psychology-based metrics are used to track their work performance.

IPS4.3  Race, Place and Subjective Well-Being: The Role of Context in Explaining the Racial and Ethnic Gap in Life Satisfaction

T. Wadsworth, University of Colorado Boulder, Boulder, CO, USA
P. Pendergast, University of Colorado Boulder, Boulder, CO, USA

Recent research (Stevenson and Wolfers 2012) has demonstrated that the gap in subjective well-being between Whites and Blacks has decreased since the 1970s. This decrease has occurred despite more persistent gaps in other measures of well-being, such as income, employment and education. In addition to varying across time,
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racial and ethnic differences in subjective well-being vary across different geographic contexts. In the current work we employ multilevel, multivariate analytic techniques and data from the Behavioral Risk Factor Surveillance System (BRFSS) and The American Community Survey (ACS) to examine the factors that influence racial and ethnic differences in life satisfaction across counties in the United States. Our findings suggest that local context plays an important role in shaping racial and ethnic differences in subjective well-being.

IPS4.4 Validation of the Adult Education Motivation Scale

F. Fenouillet, University of Paris Ouest Nanterre La Défense, Nanterre, France
J. Heutte, Université de Lille, France
R. Vallerand, Laboratoire de Recherche sur le Comportement Social Université du Québec à Montréal, Canada

Vallerand and colleagues have developed a measure of academic motivation mainly oriented for students both in French (Vallerand et al., 1989) and English (Vallerand et al., 1992). Based on Self-Determination Theory (Deci & Ryan, 2000), the Academic Motivation Scale (AMS) assesses the constructs of intrinsic motivation, extrinsic motivation (identified, introjected, and external regulation), and amotivation. While much research has focused on children and teenagers’ motivation, much less research has focused on adult education. The purpose of the present research was to develop a new scale to assess adults’ motivation toward education, the Echelle de Motivation en Formation d’Adulte (EMFA). The EMFA assesses the same 5 constructs contained in the AMS as well as integrated regulation. A large sample (N=8557) of adults engaged in a massive open online course environment completed the EMFA as well as other constructs. Results from exploratory structural equation modeling (ESEM) confirmed the presence of the 6-factor structure. Moreover, reliability of each subscale was satisfactory. Finally, evidence of construct validity was obtained through appropriate correlations between each motivation subscale and other constructs such as interest and flow. Overall, the present findings provide preliminary support for the validity and reliability of the EMFA.

IPS4.5 A Monetary System That Promotes Eudaimonia, Not Financial Bubbles

I. Ravn, Aarhus University, Copenhagen, Denmark

As conceptions of the good life, hedonia and eudaimonia (Waterman, 1993; Deci & Ryan, 2008) are relevant not only to psychologists, but also to economists. Traditionally, economics has tended towards hedonics, the pursuit of pleasure and materialist values (Kasser, 2002), while eudaimonia, the development of human potentials and meaning, has largely escaped economists (Layard, 2006). However, recently, researchers from IMF (Benes & Kuhn, 2012), Bank of England (McLeay, 2014) and Southampton University (Werner, 2012) have opened a place for eudaimonia in economics and finance. They show that money is added to a nation’s money supply by banks when they lend, in a process described as “money creation”, which is a main driver of society’s economic activities. Werner (2012) proposes that governments should require banks to lend primarily for productive ends (investment in services and sustainable goods that increase employment) and reduce unproductive lending, such as consumption loans (that cause inflation) and speculation loans (in real estate and stocks; they produce financial bubbles). Productive lending promotes eudaimonia; consumptive and speculative lending, hedonia. New credit/money would be prioritized for the former purpose. Money, often a destructive force in human relations, may thus be reclaimed for constructive uses in a new, positive economics.

IPS5 – Individual Presentation Session 5: MEANING

IPS5.1 An Investigation into the Meaning of Food Choice: Preliminary Results

N. Arbit, Columbia University and University of Pennsylvania, New York, NY, USA
M. Ruby, University of Pennsylvania, New York, NY, USA
P. Rozin, University of Pennsylvania, New York, NY, USA

Research Purpose: Our research investigates the mechanisms whereby value systems, social factors, and a personal sense of agency, meaning, and responsibility inform
food choice schemas. The mechanisms wherein morally-motivated food choice schemas translate into different observed behaviors have yet to be explored in the literature.

Methods: We will present the initial results from two pilot studies (N=201 and N=202, respectively) testing and validating the Meaning of Food Questionnaire (MFQ), a measure designed to explore an individual’s experience of meaning surrounding their food relationships in addition to their dietary patterns, sense of agency, and sphere of moral concern.

Results: Initial results largely confirmed our hypothesis and suggested construct validity to our instrument. People who report experiencing greater meaning in their relationship with food are more likely to align their dietary behavior with their values, and this is associated with healthier dietary behaviors. For example, the feeling that one's food choices mattered to the world was significantly correlated with fruit/vegetable intake, trying to limit meat intake and processed foods, and selecting organic and local foods (all significant at P<0.01).

Discussion: initial results suggest further directions for exploring these complex relationships and indicate possible avenues for intervention.

IPS5.2 Thriving in Times of Uncertainty: Servant Leadership as a Pathway to Basic Need Satisfaction, Well-being and Retention

X. Feng, Ludwig Maximilians University, Munich, Germany
P. Pircher Verdorfer, Technische Universität München
C. Peus, Technische Universität München
D. Frey, Ludwig Maximilians University

Servant leadership embodies a specific focus on needs, well-being and development of followers. However, objectively measured follower outcomes have been rarely examined in the bulks of studies in this area. The current study aims to fill this gap by developing a mechanism linking servant leadership to subjective and objective well-being and turnover which includes followers’ basic need satisfaction and perceived job insecurity as crucial intervening variables. Data were gathered at a medium-sized consulting company in Germany during a merger process. Perceived leadership and self-reported outcomes were collected at two separate time points. In addition objective data on sickness absence and actual turnover were available. Based on a sample of 216 followers, structural equation modeling was used to test the hypothesized effects. Results showed that servant leadership was associated with followers’ basic need satisfaction, which in turn predicted emotional exhaustion and turnover intentions, and ultimately led to followers’ sickness absence and actual turnover. The effects of servant leadership on followers’ well-being and turnover were further moderated by perceived job insecurity, although contrary to the hypothesized directions. Unique contributions to research on servant leadership and self-determination theory and future research avenues were presented in this study.

IPS5.3 Meaning in Life and Basic Psychological Needs: A New Look at Whether Positive Affect Predicts Meaningfulness

F. Martela, University of Helsinki, Helsinki, Finland

As research interest in meaning in life has intensified, positive affect (PA) has emerged as one of the most widely researched predictors of sense of meaning. In this article we challenge this idea by hypothesizing that instead of being inherently connected, the correlation between PA and meaning in life is explained by a common underlying factor: the satisfaction of four psychological needs for autonomy, competence, relatedness, and benevolence. Study 1, a cross-sectional survey, supported this hypothesis: regression analysis where the four needs and PA are simultaneously used as predictors shows that while all four needs emerged as independent predictors of meaning in life, PA did not. Study 2 used a daily diary method and found out that as regards daily fluctuations in sense of meaningfulness, all four needs and PA emerged as significant, simultaneous predictors. Study 3, a longitudinal study with 14 days between T1 and T2 showed that while combined need satisfaction at T1 predicted meaning in life at T2, PA did not. Taken together, these studies thus show that while PA might be connected to short-term meaningfulness, the relationship between general meaning in life judgments and PA might be mediated by basic need satisfaction.
IPS5.4 Meaning in Life and Health: Emerging Perspectives and Research

M. Steger, Colorado State University, Fort Collins, CO, USA

Meaning in life has gained status as a fundamental component of well-being and has been incorporated into several of the most influential theories and measures of well-being and flourishing. Although many of the theories that incorporate meaning suggest that it is an important outcome in and of itself, there is also interest in exploring whether meaning is a means to other important outcomes. This presentation reviews theory and research connecting meaning to one of those other important outcomes, namely physical health. Data are presented from two empirical studies pointing to small but consistent relations between meaning and health. In the first study, nationally representative data from Chile used to compare relations with health of meaning in life and the psychological needs of autonomy, relatedness, and competence while controlling for other social and demographic factors. In the second study, a convenience sample of American university students is used to test a model proposing that meaning is related to health via proactive beliefs about health and health-related behaviors. These results are integrated with previous research to suggest ways meaning might be used to benefit health, and vice versa.

IPS5.5 Passion, Vitality and Life Satisfaction for Physically Active Old Adults: A Path Analysis

M. Salama-Younes, Helwan University, Cairo, Egypt
H. Mahmoud, Helwan University, Cairo, Egypt

In exercise psychology, few studies are interested in physically old adults in French culture. The specific goals of the present research are to: i) examine the factor structure of the three components: passion, subjective vitality and life satisfaction, and ii) test a model that describes a mediator role of subjective vitality in the relationships between harmonious, obsessive passion and life satisfaction. For that, two studies have been conducted. Data was collected from 567 and 223 of physically active old adults. The Passion Scale (PS), Subjective Vitality Scale (SVS), and Satisfaction with Life Scale (SWLS) were administered on the participants. Results of the first study confirmed the factor structure and internal consistency for each scale. However, 2 items were deleted from the passion scale. Results of the second study confirmed the hypothesis; the mediator role of subjective vitality of harmonious passion on the life satisfaction. Finally, the older seniors (+70 yr) have more passion for practicing and watching the physical activities than the others (60 to 69 yr).

IPS6 - Individual Presentation Session 6: POSITIVE PSYCHOLOGY IN THE MIDDLE EAST


J. Munene, Makerere University Business School, Kampala, Uganda
C. Nannyonga, Makerere University Business School
N.J. Wandera, Makerere University Business School
J. Kagaari, Kyambogo University

This report examined the concept of employability in Uganda as a positive and competitive state that is an outcome of psychological capital, career identity, and social capital. We conducted two studies administered as censuses. The first (N=205) and second (N= 214), respectively, surveyed all employed and unemployed graduates who had undertaken a leadership development programme designed to make university graduates employable between 2002 and 2010. Using structural equation modelling the study found Psycap as the largest contributor to perceived employability of the employed and the unemployed. Social capital contributed to employability for the unemployed graduates but not to the employed while career identity was negatively related to employability among the employed graduates and unrelated with employability among the unemployed graduates. An investigation of a mediation effect was done between Psycap and employability partial and full mediation for the employed and the unemployed graduates respectively.

The negative influence of career identity on employability may reflect a boundaryless career mindset. The full mediation of social capital among the unemployed indicates its importance along with Psycap if individuals are to become competitive in the labour market. Most significantly
however, is Psycap’s consistent and strong contribution to employability in the current volatile labour market.

**IPS6.3 Utilizing the Values in Action Inventory of Strengths (VIA-IS) to Foster Pro-social Behavioral Change in Forensic Patients**

*W. Saloum, California Department of State Hospitals - Coalinga, Coalinga, CA, USA*

*A. Yrigollen, California Department of State Hospitals - Coalinga, Coalinga, CA, USA*

*A. Azizian, California State University, Fresno, CA, USA and California Department of State Hospitals - Coalinga, Coalinga, CA, USA*

This presentation will discuss the utilization of strength-based assessment and treatment within the context of a Risk-Need-Responsivity approach to sex offender treatment. Risk-Need-Responsivity (RNR) is a research supported treatment modality for rehabilitation of sexual offenders. One of the key principles of this model is to use social learning and cognitive-behavioral interventions to deliver treatment in a manner that is consistent with individual characteristics such as strengths, motivation, and learning preferences. Our facility delivers a comprehensive approach to sex offender treatment that involves targeting criminogenic needs in conjunction with strength-based interventions. The theoretical perspective is that offenders whose self-identity is embedded in virtues and strengths that do not hurt others would be less likely to reoffend (sexually or non-sexually). The presentation will focus on providing an overview of our treatment program, positive psychotherapy groups, and strength-based interventions. The utility of Values in Action Inventory of Strengths (VIA-IS) in a psychoeducational and process group therapy setting will be discussed; as well as, how this inventory has been utilized by patients to increase treatment progress, motivation for change, and living in concordance with self-identified character strengths.

**IPS6.5 Psychological Capital and its Impact on Sustainable Individual Performance: Empirical Evidence from Indian NGOs**

*N. Priyadarshini, Indian Institute of Technology, Madras, Chennai, India*

*V. Vijayalakshmi, Indian Institute of Technology, Madras, Chennai, India*

Technologies and processes continue to evolve, but how organizations deal with human resources need change in the current dynamic workplace. Drawn from the roots of Positive Psychology Movement fuelled by Seligman, Positive Organizational Behaviour was founded to look at positive aspects mainly in the workplace (Luthans, 2002). Psychological Capital has been conceptually and empirically developed and tested various work contexts. India currently is in a transitional state and myriad of societal needs are being met by Non-Governmental Organizations as well. Work examining PsyCap among NGO employees is sparse in literature, and our study aims to fill this gap. It examines antecedents of PsyCap, namely Character Strengths and Virtues, Life Experiences and Locus of Control. The focus has been on factors which lead to sustainable performance of individuals at workplace, another rarity in NGO academic literature. A sample of 300 employees working in Southern India in sectors of Education, Health, Women and Environment were surveyed. Results indicate that PsyCap was able to predict 41% of the variance in sustainable individual performance of employees. The study provides an insight into factors which lead to sustainable performance of employees. The results reiterate the importance of investing in PsyCap to leverage organization’s potential.

**IPS7 - Individual Presentation Session 7: SCHOOLS AND EDUCATION**

**IPS7.1 Youth Purpose, Feelings, Emotions and the Dynamics of Psychological Functioning**

*V. Arantes, University of Sao Paulo, Sao Paulo, Brazil*

*U. Araujo, University of Sao Paulo, Sao Paulo, Brazil*

Purpose is a positive long term life aim that is both person-
ally meaningful and impacts others (Damon, Menon, & Bronk, 2003; Moran, 2009) and is frequently characterized as a feature of thriving and of moral maturity. Our background principle is that a challenge faced by those who investigate youth purpose is to develop methods to assess the dynamics of psychological functioning, avoiding simplified analysis of the complexity of the human mind. This paper discusses how this challenge was faced using the Organizing Models of Thought theory (Moreno, Sastre, Leal & Bover, 1998) to analyze a purpose interview protocol developed by William Damon. In the research we have analyzed possible relationships between values, feelings, emotions and purpose of 200 Brazilian High School students. Analyzing all the protocols, seven different ways of organizing thoughts were found when answering an open-ended questionnaire about purpose in life. As a concluding remark, it was observed that emotions and feelings play an important role in the construction of purpose for young people, exerting influence in organizing their thoughts and subsidizing their decisions, plans and justification for the actions.

IPS7.2 Cultivating Secondary Students’ Well-being in Singapore: A Gratitude Intervention

I. Caleon, National Institute of Education, Singapore, Singapore
M. Low, National Institute of Education, Singapore, Singapore
R.B. King, Hong Kong Institute of Education
T.C. Soon, National Institute of Education, Singapore, Singapore

This study examines the impact of a gratitude-focused intervention on secondary students’ gratitude, well-being and relatedness with different social partners. The experimental group (n=75) participated in the intervention during Citizenship and Moral Education lessons while the wait-list control group (N=70) went on with regular activities. All participants completed a questionnaire a week before and a month after the intervention. The intervention included two novel activities (Gratitude Collage and Mental Subtraction) and two other activities adapted from previous studies (Counting Blessings and Gratitude Card). During the Gratitude Collage, students used magazine cutouts to create a group collage from magazine cutouts representing things that they are grateful for in life. For Mental Subtraction, students described what would happen when they lose someone/something that they felt most grateful for. For Counting Blessings, they listed five persons/things they were grateful for and reasons for each entry. For Gratitude Card, students made a thank you card for someone they have not properly thanked. The effects were generally more pronounced for students with high self-reported depression scores and low gratitude levels at pretest. Moreover, regardless of pre-intervention self-reported depression or gratitude levels at pretest, the intervention improved the quality of students’ relationships with parents and peers.

IPS7.3 The Effects of Gratitude Journaling on the Subjective Well-being, Pro-social Behaviour, Aggression of Male Young Offenders at the Singapore Prison School

L. Liangyu, Singapore Prison Service, Singapore, Singapore

The present study investigated whether gratitude journaling was able to increase levels of gratitude, happiness, positive affect, and pro-social behavior, as well as reduce levels of aggression and negative affect. Empirical evidence has suggested that gratitude not only generates positive outcomes such as enhancing well-being, positive affect, resilience and coping (McCullough, Emmons & Tsang, 2002; Lyubomirsky, Sheldon, Schkade, 2005), it also helps to manage negative outcomes like negative affect (Seligman, Steen, Park, & Peterson, 2005) and aggression (DeWall, Lambert, Pond, Kashdan, Fincham, 2011). 65 male young offenders from the Singapore Prison School were randomly assigned to the experimental group that started gratitude journaling immediately or the wait list control which started journaling on the second week. Data were gathered at three time points (baseline, 1-week and 2-week post intervention). Regression analysis revealed that the experimental group reported lower level of negative affect as compared to the control group. Other outcome indicators were not significant. Individual differences on youth’s social-emotional competence (SEC) were examined and provided partial support that SEC differences would moderate the effect of gratitude journaling. The study provided evidence that gratitude journaling helps to mitigate negative outcomes. Future research may apply positive psychology interventions in youth correctional rehabilitation.
IPS7.4 Students' Conceptualizations of Kindness in School: Definitions, Agents, and Locations

H.A. Passmore, University of British Columbia, Kelowna, BC, Canada

Kindness in children is garnering heightened attention among parents, educators, and psychologists, as prosocial behaviour is increasingly promoted in schools. Despite this, little empirical work has assessed students’ perceptions of kindness. To our knowledge, the current study represents the first empirical investigation asking children to define kindness, to provide examples of kindness, and to identify adult agents and locations of kindness within the school context. Participants were 357 elementary and high school students in grades 4 to 8 from 18 Canadian schools. Definitions were coded for orientation (positive versus negative phrasing) and level of detail. Definitions and examples of kindness were also coded to identify salient themes. Eleven themes emerged, with 3 themes accounting for 60% of responses: being helpful, respectful, and encouraging. Chi-square analyses revealed no gender differences. Grade differences, however, were identified. Students in 4th grade offered less nuanced definitions than did older students, and 8th graders emphasized being respectful more than did students in all the other grades. Teachers were identified as the primary adult agents of kindness; classrooms were identified as the primary location where kindness occurred. Detailed findings will be discussed within the context of student development and positive psychology, and supported with student examples.

IPS7.5 Flourishing in School: The Contribution of Students’ Character Strengths and Positive Feelings

M. Weber, University of Kassel, Kassel, Germany
L. Wagner, University of Zurich
W. Ruch, University of Zurich

In the present study we investigated the relations between students’ character strengths, school-related affect (i.e., feelings in school), positive school functioning, and academic achievement. We utilized the theoretical framework of the “engine model of well-being” (Jayawickreme, Forgeard, & Seligman, 2012), which considers the interplay between inputs (e.g., personality traits), processes (e.g., feelings, mood), and outcomes (e.g., engagement, accomplishments) of well-being broadly construed, and consequently flourishing. About 200 students completed the Values in Action Inventory of Strengths for Youth (assessing 24 character strengths), and the PANAS-C (assessing school-related feelings). Additionally, teachers rated students’ positive school functioning (i.e., motivation, engagement, and interest in school) and their academic achievement. Character strengths (e.g., zest, love of learning) were positively related to positive feelings in school. Certain character strengths showed positive relations to positive school functioning and academic achievement. In a path model we found, in addition to direct effects, indirect relations between character strengths and positive school functioning (through positive feelings), which in turn leads to higher academic achievement. This underlines the benefit of studying inputs (e.g., character strengths), processes (e.g., feelings), and outcomes (e.g., positive school functioning, achievement) of well-being simultaneously to better understand possible mechanisms of students’ flourishing in school.

IPS8 - Individual Presentation Session 8: ORGANIZATIONS AND SUCCESS

IPS8.1 Breaking the Taken for Granted In Organizational Decision Making

C.A. Ahlvik, Hanken School of Economics, Helsinki, Finland

In this paper I examine a concept in institutional theory referred to as “reflexive shift in consciousness” (Seo & Creed, 2002). Although the underlying mechanisms of this concept are very poorly understood it lies at the foundation of the emergence of everything that breaks the taken for granted. Some researchers have argued that such a reflexive shift in consciousness in only possible when distinct logics collide. Arguing that it is only through the lens of another logic one can start to critically examine the reality oneself is embedded in.

In this paper I build a conceptual model and approach this phenomenon from a cognitive rather than sociological perspective and argue that mindfulness can serve as a similar trigger in breaking the taken for granted. Mindfulness can be seen as an important interruption mechanism as it prolongs the gap between stimulus and response, thus enabling a conscious response to the situation at hand rather...
than setting off an automatic reaction (Brown et al., 2007).
The presented model helps us see how different levels of mindfulness in relationship to internal and external events correspond to different institutional states observed in society.

IPS8.2 Organizational Affiliation and Daily Experience
G. Hennessy, Claremont Graduate University, Claremont, CA, USA
The burdens of our private lives are borne into our workplaces, and we bring home the burdens we have loaded on at work. This paper examines how organizational affiliation and culture affect a person’s daily experience of life, as measured by self-reported feelings of meaning, creativity, engagement, energy, challenge, skill, and mood. Participants in an Experience Sampling Method (ESM) study reported significantly different daily experience, depending on whether their primary organizational affiliation was a company, college, or service organization. Significant differences in daily experience were also observed depending on organizational culture. Participants whose organizational culture was emotionally supportive reported significantly higher meaning, creativity, engagement, energy, skill, and mood than those whose culture was less supportive. Participants whose organizational culture was high in fear reported significantly lower mood than those whose culture was low in fear. However, they also reported significantly higher creativity, challenge, and skill. Taken together, these findings begin to reveal the sometimes-subtle interplay between organizational culture, affiliation, and personal experience.

IPS8.3 Material and Psychological Determinants of Subjective Well-being (SWB): Do Material Concerns Mediate the Links between Personality, Autonomy, and SWB?
W. Ng, SIM University, Singapore, Singapore
Previous research reveals that material and psychological factors differentially predict various subjective well-being (SWB) components. Income and financial satisfaction strongly predict life satisfaction, whereas psychological needs (e.g., respect, autonomy) and personality traits strongly predict positive and negative feelings (Diener et al., 2010; Steel et al., 2008). The present research explored the mediating processes underlying the differential associations between material and psychological factors and SWB. In addition to directly influencing SWB, could people’s personality or sense of control (autonomy) influence their subjective evaluations of their financial situation, which in turn influence SWB?
Mediation analyses based on the World Values Survey (Singapore dataset) showed that the associations between autonomy and SWB, and between personality and SWB, were mediated by material concerns. Financial satisfaction and satisfaction with standard of living mediated the association between neuroticism and negative emotions. Similarly, perceived income status mediated the link between extraversion and positive emotions. All three material concerns indicators mediated the associations between autonomy and life satisfaction, and with happiness (Ng, 2014). These findings suggest that psychological factors exert both direct effects and indirect effects (via material concerns) on SWB. Future research should look into uncovering the mediating pathways and moderating influences underlying the determinants of well-being.

IPS8.4 Psychological Capital Buffers the Negative Relationship between Intragroup Conflict and Perceived Quality of Service
J. Leon-Perez, ISCTE-Instituto Universitario de Lisboa, Lisbon, Portugal
Previous studies have found a negative association between intragroup conflict and job performance when workers have to perform “production tasks” (De Wit et al., 2012). On the other hand, a recent meta-analysis on the positive core construct of psychological capital (PsyCap: Luthans et al., 2007) has confirmed its positive association to multiple measures of employee performance (e.g., self-rated performance, supervisor evaluations of performance, and objective indicators of performance such as sales), particularly in the service sector (Avey et al., 2011). Thus, drawing on the Social Cognitive Theory (Bandura, 1986; 2006), we suggest that individual psychological capital buffers the negative relationship between intragroup conflict (at the team level) and quality of service (measured by the supervisor of the team). This model was confirmed in a cross-sectional survey study conducted in a sample of 235 operators nested in 27 teams working in a vehicle safety
and emissions inspection company in Spain. Indeed, as PsyCap can be developed through training (e.g., Luthans et al., 2008; 2010), results of this study suggests that PsyCap is a relevant cognitive component that has great potential for preventing potential negative consequences of intragroup conflict at work as well as for improving employee performance.

**IPS8.5 TCI-R: An Alternative Psychometric Tool to Measure Positive Personality Traits in Young Managers**

*A. Ribera, University of Navarra, Barcelona, Spain A. Angelo*

Most research on personality traits in young business leaders is based on the Five-Factor Model. The study of personality traits, specifically among young managers, has not been approached using another tool more aligned with the foundations of PP.

The Temperament and Character Inventory Revised (TCI-R) based upon R.C. Cloninger biopsychosocial theory includes dimensions (Self-Directedness, Cooperativeness, Self-Transcendence) related to constructs of PP.

Although TCI-R has demonstrated its validity and reliability, there are no psychometrical evidences to support reliability and validity for young managers’ population. The aim of this study is: 1) to present some preliminary results derived from the administration of TCI-R to young managers 2) to establish new norms for young managers in TCI-R so it may be used for assessment.

TCI-R was administered to 868 MBA students. Tests were performed to explore internal consistency of items, facets and main dimensions of the questionnaire, and construct validity (multivariate exploratory and confirmatory factor analysis).

Analysis shows similar results of validity and reliability than normative population. Having established new norms, scholars can now set up a new research line getting validity studies with other questionnaires related with positive psychology as VIA-S.

**IPS9 - Individual Presentation Session 9: WELL-BEING ACROSS CONTEXTS**

**IPS9.1 Towards a Model of Stigma-Related Growth: The Development of Character Strengths in Lesbian, Gay, Bisexual, Transgender, and Queer Individuals**

*N. Antebi, Columbia University, New York, NY, USA*

Lesbian, gay, bisexual, transgender, and queer (LGBTQ) individuals are chronically exposed to minority stress due to the social stigma attached to their identities, ultimately leading to psychological health outcomes. A growing line of research concerning LGBTQ individuals has, thus far, largely focused on understanding the many ways in which stigma operates to harm their lives and identities. Consequently, little is known about the mechanisms that may explain the many cases of LGBTQ people who thrive despite, and perhaps even as a result of their stigmatized identity and stigma-related experiences (i.e. discrimination). Hence, it is critical to explore a complementary, yet overlooked, approach to the study of stigma, which focuses on understanding how the experience of stigma can also produce beneficial outcomes for LGBTQ individuals. Such an exploration will further elucidate the dual nature of stigma and its negative and (potential) positive consequences on the lives of LGBTQ people.

Drawing on the distinct, yet related, literatures of positive psychology (with a focus on character strengths), stigma, minority stress, and stress-related growth, this presentation will discuss the possible psychological processes leading from stigma to the development of positive psychological attributes, specifically character strengths, and will present the hypothesized Stigma-Related Growth Model.

**IPS9.2 Positive Psychology and Well-being: What Matters Most to College Students?**

*F. Brown, Pennsylvania State University, University Park, PA, USA*  
*C. LaJambe, Pennsylvania State University, University Park, PA, USA*

Positive psychology applications offer powerful methods to
teach well-being and enhanced everyday living: physical, psychological, emotional, and social. However, students are most likely to adopt positive psychology methods associated with their immediate concerns. To identify these concerns, 596 college students (ages 18-22, female=429) from seven “Well-being and Positive Psychology” course sections completed an end-of-semester 5-point (not to very important) rating of 35 lecture/discussion topics. Topics included principles of positive psychology, virtues and strengths for mental health; meaningful happiness; immune system, nutrition, exercise, and sleep for well-being; positive challenges and negative stressors; psycho-physiological reactions and learned coping; positive relationships and maladaptive ones; understanding gender; marriage and alternative relationships; work, unemployment, leisure; developing positive values and transcendence. Females’ highest ratings were building positive relationships, sleep, long-term stressor effects, nutrition, and coping skills; males’ highest ratings were sleep, nutrition, exercise, building positive relationships, and alcohol use. Separately, students ranked and described their five “life changing” topics. The top seven, in order 56-22% were sleep, nutrition, coping with stressors, building positive relationships, exercise, recognizing stressor sources, and happiness. Although students viewed the “academic” topics of positive psychology as moderately important, these principles need better integration with topics considered more life enhancing to them.

IPS9.3 Measuring Hope and Meaning in Life in Individuals Living in Poverty: An Exploratory Factor Analysis

B. Stubbeman, Northern Kentucky University, Highland Heights, KY, USA
R. Clark, Northern Kentucky University, Highland Heights, KY, USA

According to hope theory, hope is goal-directed thinking that produces pathways to desired goals. To improve quality of life for all people, research including individuals from a variety of backgrounds, ages, and cultures is needed. As no known studies of hope and meaning in individuals living in poverty exist, this study addressed the gap in the literature. This study addressed two objectives: to explore the reliability of the Hope and Meaning in Life scales in an impoverished population and to determine whether number of years living in poverty impacted responses. Purposive sampling was conducted in a community setting (n=194).

Exploratory factor analyses were conducted to explore the factor structure of each scale. Results indicated that two factors emerged for each scale. The Hope factors negatively correlated with one another, which is an unusual finding as the agency subscale has correlated positively with the pathways subscale in prior research. Contrary to our expectations, results from one-way ANOVAs indicated that number of years living in poverty had no impact on level of hope $F(3, 188) = 1.075, p < .361$ or meaning in life $f(3, 188) = .942, p < .421$; an encouraging result that demonstrates the resilience of this population.

IPS9.4 Integrating Positive Psychology and Social Justice: Theoretical, Research, and Practice Applications

G. Lampropoulos, Adler University, Chicago, IL, USA
L. Bobova, Adler University, Chicago, IL, USA

This presentation aims to integrate the fields of positive psychology and social justice work. It will examine the theoretical foundations and assumptions underlying the two fields, and point out the commonalities, points of convergence, and possibilities for further integration. It will be argued that positive psychology is uniquely positioned to enhance social justice activities around the world, and that such work has reciprocal effects on the development of positive psychology topics, character strengths, and the well-being and mental health of society.

Based on studies conducted by the authors (e.g., Walker & Lampropoulos, 2011, 2014) and others, this presentation will review the empirical evidence on the positive effects of social justice oriented positive psychology activities, such as volunteering for various causes, on those who participate in it. In addition, a research agenda for studying the impact of positive psychology and social justice work on their participants will be presented. Lastly, some clinical recommendations for engaging in positive psychology work and applying positive psychology principles in various advocacy and social justice settings, such as working with underprivileged, underserved, and oppressed communities and populations, will be offered.
IPS9.5  Empathy, Styles of Humor and Social Competence in University Students

R. Rafique, University of the Punjab, Lahore, Punjab, Lahore, Pakistan
M. Nazeer

The purpose of this research was to investigate the association between empathy and styles of humor with social competence. The sample comprised of 186 university students, men (n=93) and women (n=93), drawn through multi-stage sampling technique from three private universities of Lahore. It was hypothesized that social competence is significantly predicted by empathy (fantasy empathy, empathic concern, perspective taking empathy, personal distress) and styles of humor (affiliated humor, self-enhancing humor, aggressive humor and self-defeating humor). Self-administered standardized scales, Interpersonal Reactivity Index (Davis, 1983), Humor Styles Questionnaire (Martin, Martin, Puhlik-Doris, Larsen, Gray, & Weir, 2003) and Interpersonal Competence Questionnaire (Buhrmester, Furman, Wittenberg, & Reis 1988) were used to measure empathy, styles of humor and social competence, respectively. Results of hierarchical multiple regression indicated that social competence is significantly predicted by empathic concern and self-enhancing style of humor. Men used more maladaptive styles of humor as compared to women. No significant differences were found in empathy and social competence between male and female university students. Implications for the future research are hereby discussed.

IPS10 - Individual Presentation Session 10: PHYSIOLOGICAL FINDINGS

IPS10.1  Positive Psychosocial Factors & Antiretroviral Adherence among HIV-infected African Americans

S. Evans, Columbia University, and, New York State Psychiatric Center, New York, NY, USA
B.E. Williams, Jackson State University, Jackson, Mississippi, USA
T. Sandfort, Columbia University, New York State Psychiatric Center, New York, NY, USA

In the United States, African Americans are disproportionately affected by HIV/AIDS and face many health and socioeconomic disparities that contribute to barriers accessing HIV primary care, obtaining antiretroviral medications, and maintaining optimal treatment adherence. HIV treatment adherence is a public health priority, given the increased risk for drug resistance, secondary illnesses, and increased mortality. These risks coupled with continued HIV-related disparities among African Americans underscore the need to identify psychosocial therapeutic targets to improve HIV treatment adherence. Most studies have focused on barriers to medication adherence among African Americans and less attention has been given to factors that promote adherence among this population, with the exception of social support. Other potentially beneficial psychosocial factors may also significantly influence medication adherence, specifically coping self-efficacy and posttraumatic growth. The proposed presentation will review previous and original research on social support, coping self-efficacy, and posttraumatic growth and discuss how these factors represent important, amenable intervention targets that can enhance HIV self-management among African Americans living with HIV/AIDS.
of age, character measured at 15 and 18 years of age, self-reported criminality and substance abuse at 18 years of age.

Results: Hierarchical regressions showed that the diagnosis at 9/12 years of age slightly predicted negative outcomes at 18 (R² = .02, p < .001). Character at 15 added 10% in prediction value (r² change = .10, p &lt; .001) to the model, while character at 18 added an extra 6% in prediction value (r² change = .06, p &lt; .001).

Conclusion: The results suggest that character development is an independent predictor of negative outcomes in life. Thus, interventions targeting character development might be successful even among individuals with neuropsychiatric disorders.

IPS10.4 Using Positive Health Frameworks to Improve our Understanding of Outcomes after Traumatic Brain Injury

M. Hennessy, James Cook University, Townsville, Queensland, Australia

Few studies examine positive outcomes after traumatic brain injury (TBI). A positive health framework (Seligman, 2008; 2013) was used to investigate the outcomes of n=95 TBI individuals up to two years post-injury. Participants completed a postal survey which included demographics, injury characteristics, and five questionnaires (TIRR Symptom Checklist, Mental Health Inventory-18, Assessment of Needs, Community Integration Questionnaire, Quality of Life after Brain Injury (QOLIBRI)). Results supported the Functional component of the Positive Health framework. Using standard regression, the TIRR Cognitive subscale explained 43% of variability in positive levels of Person-Environment Fit. Results supported a reframe of the Subjective component as Well-being consisting of physical well-being, and theoretically-derived emotional, psychological and social well-being. QOLIBRI View of Self predicted 49% of emotional well-being (positive affect) variance; TIRR Physical subscale predicted 35% of emotional well-being (negative affect) variance; and QOLIBRI Independence and View of Self subscales predicted 77% of social well-being variance. Overall, positive health outcomes after TBI were associated with higher levels of life satisfaction, positive affect, and autonomy; and lower levels of physical problems. Positive health outcomes after TBI should be regarded as separable functional (person-environment fit) and well-being (physical, emotional, psychological, and social) components that are used to improve current rehabilitation programs.
IPS10.5   The Role of Positive Psychological Functioning in Parkinson’s Disease: Differences Between Patients and Their Caregivers

F. Vescovelli, Department of Psychology, University of Bologna, Bologna, Italy
D. Sarti, Talassoterapico-Riminiterme Physical Rehabilitation Center, Italy
D. Mariotti, Talassoterapico-Riminiterme Physical Rehabilitation Center, Italy
G. Giulia, Department of Psychology, University of Bologna, Bologna, Italy
C. Ruini, Department of Psychology, University of Bologna, Bologna, Italy

Background: Parkinson’s Disease could be a very disabling condition for patients and their caregivers. As previous research documented the presence of positivity also in chronic medical diseases, the study aim was to explore the role of positive psychological functioning also in this neglected medical condition.

Methods: Patients and caregivers’ psychological functioning have been compared using the Post-traumatic Growth Inventory (PTG), the Psychological Well-being Scales (PWB), the Positive Effects of Illness Scale (PES), and the Symptom Questionnaire (SQ). The final sample consisted of 19 patients devoid of cognitive impairments according to Mini Mental State Examination and 19 caregivers.

Results: Parkinson patients showed significantly higher levels of PTG, PES gratitude, SQ somatic symptoms and lower levels of PWB positive relations, compared to their caregivers.

Conclusions: These results suggest that Parkinson’s Disease may be particularly demanding for caregivers who display a more impaired positive psychological functioning than patients. Dimensions such as PTG and gratitude seemed to be particularly developed in this group of patients probably due to the amount of care and support they daily receive. A question to be answered by future research concerns the potential protective roles of these variables in facing the disease progression, both in patients and their caregivers.

IPS11.1   What Do Mormons Know About Well-being?

E. Hunter, University of Pennsylvania, Houston, TX, USA
J. Pawelski, University of Pennsylvania, Philadelphia, PA, USA

Research frequently finds that religious engagement is positively correlated to well-being. The mechanisms by which religion influences well-being, however, are not fully understood and may vary widely by faith. This paper focuses on members of The Church of Jesus Christ of Latter-day Saints (“Latter-day Saints” or “Mormons”) who report particularly high well-being - some of the highest well-being of any religious group in America (Newport, Witters, & Agrawal, 2012a; Pew Research Center, 2012a). Through the lens of positive psychology, I explore how Latter-day Saint (LDS) practices and teachings may foster well-being. By analyzing similarities between well-being theories and LDS doctrine and behavior, I identify five possible mechanisms through which Mormonism might increase well-being, including fostering pro-social behavior, a focus on family, purpose and meaning, autonomy and agency, and physical health. I also identify areas in which Latter-day Saints struggle. This investigation suggests that studying Latter-day Saints can (1) provide insight about the benefits and possible harm of certain well-being interventions in real-life application and (2) offer new practical well-being interventions that could be empirically tested. In sum, I propose that the study of Latter-day Saints could increase our understanding of how religion influences well-being and how well-being is cultivated.

IPS11.2   What Do Flow-ers Do? Autotelic Personality, Informant Ratings and Behavioral Acts

S. Ross, DePauw University, Greencastle, IN, USA
H. Keiser, University of Minnesota, Minneapolis, MN, USA

Although Csikszentmihalyi (1975, 1990) has written about the possibility of an “autotelic” personality that represents an individual difference factor which gives rise
to an increased flow-propensity, little is known about the normative traits that comprise, or the behavioral correlates of, this personality style. Using a multivariate equation comprised of Five Factor Model traits from the NEO Personality Inventory Revised (NEO-PI-R; Costa & McCrae, 1992) to measure autotelic personality, we examine the behavioral correlates of autotelic personality in a large community sample. When applied to 293 participants from the Eugene-Springfield Community Sample, correlations with behavioral acts reveal a tendency to engage with others (prosocial behavior), propensity for creative activity, challenging tasks, spontaneity, and intrapersonal security. Autotelic personalities tend to engage in artistic endeavors (e.g., writing, painting, producing a work of art), jocularity (e.g., telling jokes, laughing, playing practical jokes), travel (e.g., taking a trip, flying in an airplane, staying in a hotel, motel, or resort), and entertainment (e.g., throwing or going to parties, formal dancing), and spontaneity (e.g., trying something new, singing in the shower). These findings provide additional evidence for an autotelic personality style that can be described and largely captured using a constellation of personality traits in FFM terms.

IPS11.3 When the Possibilities are Infinite: The Significance of Self-Extension

A. Rajan Skinner, Nanyang Technological University, Singapore

This paper contributes to positive organizational behaviour research by addressing important gaps in the literature on growth needs and experiences. It proposes a conceptual framework to clarify the connection (and distinction) between two types of growth experiences, viz., Capability Extension (going past the perceived limits of one’s abilities) and Connectedness Extension (going beyond the perceived boundaries of the self). Across three sets of studies, both types of experiences are shown to be united by the overarching theme of Self-Extension, i.e. self-growth that involves going beyond previously perceived limits of the self. Both Capability and Connectedness Extension are seen to be positively associated with Subjective Well-being and engagement in Organizational Citizenship Behaviour, and Positive Expectations (i.e. Hope, Optimism and Self-Efficacy) and a focus on meaning are shown to mediate these relationships. Further, despite being linked, Capability and Connectedness Extension are shown to be distinguishable forms of Self-Extension in being associated with differing relative priorities with respect to both the self and the key responsibilities of organizations. Finally, two individual dimensions of Self-Extension are proposed (i.e. the perceived Importance of Self-Extension and the Frequency of its experiences) and each is shown to have differing associations with the individual and organizational outcome variables.

IPS11.4 Spiritual Reframing Predicts Survival in a 17 Year Longitudinal Study of People with HIV

G. Ironson, University of Miami, Miami, FL, USA
H. Kremer, University of Miami, Miami, FL, USA
A. Lucette, University of Miami, Miami, FL, USA

Introduction: Despite the widespread use of spirituality/religiousness to cope with medical illness, there is relatively little examination of whether this use predicts survival in medical patients. The purpose of this study was to examine spiritual reframing over 17 years in people living with HIV (PLWH).

Methods: We followed a diverse sample of PLWH (n=177) in the mid-range of illness at baseline (CD4 between 150 and 500; no AIDS defining symptoms) for a study on stress and coping. Participants were seen every six months for blood draws, psychosocial questionnaires, and an interview. Spiritual Reframing (rethinking a situation in a positive light as a result of spiritual beliefs) was measured by qualitative analysis of early clinical interviews.

Results: Controlling for demographics, sexual orientation, and baseline CD4 and VL, Cox regression analyses showed that use of positive spiritual reframing predicted lower mortality, Hazard Ratio = .27, p<0.01**. Findings held after controlling for substance use, adherence to antiretroviral medication, and social support. People using these strategies were about four times less likely to die over the 17-year follow-up than those not using spiritual reframing.

Conclusions: In a diverse sample of people with HIV followed up to 17 years, spiritual reframing significantly predicted greater survival.
IPS12 - Individual Presentation Session 12: POSITIVE PSYCHOLOGY IN ASIA

IPS12.1 Teaching Well-being Raises Academic Achievement in Bhutan
A. Adler, University of Pennsylvania, Philadelphia, PA, USA
M. Seligman, University of Pennsylvania, Philadelphia, PA, USA

Does teaching well-being improve academic performance? 18 secondary schools (n=8,385 students) in Bhutan were randomly assigned to a treatment group (k=11) or a control group (k=7). The treatment schools received an intervention targeting ten non-academic well-being skills: mindfulness, empathy, self-awareness, coping with emotions, communication, interpersonal relationships, creative thinking, critical thinking, decision making, and problem solving. Students in the intervention schools reported significantly higher well-being and they performed significantly better on standardized national exams at the end of the 15-month intervention and 12 months after the intervention ended. Our results suggest that teaching well-being in schools on a large scale is both feasible and desirable.

IPS12.2 All Roads Lead to Happiness, But Which Is the Widest One? Predicting Subjective Well-being of Chinese Teenagers
H.C. Chen, Tsinghua University, Beijing, China
Z. Haotian
Z. Yuhuang

What factors can predict happiness? This is a critical question in positive psychology. There is increasing interest in the topic and abundant of research providing contradictory findings. Previous research showed that personal characteristics such as age and personality, the activities people engage in (e.g. pro-social behavior, attitudes), relationship status are all related people’s happiness. However, the critical question of which factors are more important for happiness remains unanswered so far. Focusing on the subjective well-being of adolescents, the present study sought to answer this question through a large survey of a large sample of Chinese high school students and a novel analytic approach, i.e. recursive partition. Our results showed that pro-social tendency is the most important factor in predicting adolescents’ happiness surpassing factors such as self-control, intelligence, family income, gender and social norm perception. A second novel finding is that childhood family economic status is more important than current status. Finally, student informants with interdependent self-construal reported higher level of happiness than those with independent self-construal. This is opposite to the previous finding in Western culture, where independent self-construal was associated with greater happiness. We discussed how this cross-cultural difference could shed light on how self-concept figures in person’s happiness.

IPS12.3 The Semantics and Practices of What Is To Live Well: An Intercultural Study
H. Marujo, University of Lisbon, Lisbon, Portugal
L. Neto, University of Lisbon, Lisbon, Portugal
P. Palma, University of Lisbon, Lisbon, Portugal
M. Lopes, University of Lisbon, Lisbon, Portugal
A. Marques, University of Lisbon, Lisbon, Portugal
L. Roxo, University of Lisbon, Lisbon, Portugal

Happiness is still not a clear construct in the scientific literature. It is difficult to differentiate happiness from other concepts around the notion of Living Well: Well-being, Satisfaction with Life, Quality of Life, Good Life, and Life Worth Living. The recent Hedonic and Eudaimonic discussion, alongside with the investment on more qualitative studies, are inviting for some differentiation and profundity. Aiming to contribute and bring some clarity to this discussion, we conducted two successive studies:

1) A qualitative research study, focused on exploring the perceptions of the concepts of Happiness, Well-being, Satisfaction with Life, Quality of Life, Good Life, and Life Worth Living. We explored the discursive and general understanding of these concepts among 36 Portuguese participants, through 20 individual interviews and 4 Focus Groups discussions (with 16 people involved); and

2) A quantitative study, through an on-line survey, involving more than 1000 participants from 9 countries (8 in Europe: Portugal, Poland, Czech Republic, Switzerland, Austria, Germany, Spain, Greece - and Israel).
The results highlight the differences, shared dimensions, and relations among happiness and other constructs on what is to live well, and particularities of each country on how to experience a life well lived.

**IPS12.4 Hedonia and Eudaimonia in Chinese Adolescents: Orientations to Happiness and their Relations to Subject Well-being and Behavioral Outcomes**

*Y. Yang, Beijing Normal University, Beijing, China*

*Y. Kou, Beijing Normal University, Beijing, China*

**Background:** Individuals attain well-being from two pathways: hedonic and eudaimonic orientations, and those with full life (high in both orientations) experience greater well-being. Based on orientation-centered and person-centered approaches, we extended to investigate two orientations in Chinese adolescents and their relations to subject well-being (life satisfaction, positive affect, negative affect), and to adaptive (prosocial behavior) and maladaptive behavior (internet addiction); also examined the effect of life types (full life, eudaimonic life, hedonic life, empty life) respectively.

**Methods:** 1048 Chinese adolescents (43.1% boys, age: 13-18) completed Orientations to Happiness Scale, Multidimensional Students’ Life Satisfaction Scale, Positive Affect and Negative Affect Scale, Prosocial Behavior Scale and Internet Addiction Diagnostic Questionnaire.

**Results:** Chinese adolescents scored higher on hedonic than eudaimonic orientation; both orientations predicted subject well-being but to different degree; eudaimonic orientation was positively associated with prosocial behavior; hedonic orientation was positively associated with internet addiction, while eudaimonic orientation was negatively related to it.

**Conclusions:** Both orientations contributed to adolescent’s subject well-being, but eudaimonic one was more significant; adolescents with full life reported greater well-being; adolescents with full or eudaimonic life were more prosocial; adolescents with hedonic life were most risky in internet addiction.

**IPS12.5 Social Trust and Life Satisfaction Among Retirees in China: The Mediating Role of Belief in a Just World**

*Z. Zhang, Chinese Academy of Sciences, Beijing, China*

This study investigated the relationship between social trust and life satisfaction, and the mediating role of belief in a just world (BJW) among retired Chinese participants. The General Belief in a Just World scale (GBJW) and Satisfaction with Life Scale (SWLS) was employed. A self-developed Social Trust scale was used to measure participant's levels of trust in eight organizations and institutions. The aggregate score for all eight items indicated level of general social trust, while the score on each item, specific social trust. The questionnaires were completed by 22,019 retirees ranging in age from 50 to 99 (M = 69.7, SD = 8.0). The results showed the following: (1) on the whole, the retirees tended to report positive social trust and high life satisfaction; (2) both general social trust and specific social trust were positively associated with life satisfaction; and (3) more importantly, a series of mediating analyses demonstrated that the relationships between social trust (both general and specific) and life satisfaction were partially mediated by GBJW. This finding provides a new insight into the psychological mechanisms by which social trust affects individual happiness. The theoretical and practical implications of these findings, as well as the study’s limitations, are discussed.

**IPS13 - Individual Presentation Session 13: COPING WITH CHALLENGE**

**IPS13.1 Stress is Based on Perception**

*E. Bolgar, California Southern University, California, Surrey, British Columbia, Canada*

Under optimal conditions people feel confident and perceive themselves capable to deal with stresses in life. The reverse side of this is when the demands exceed the individual's capabilities to fulfill them. While common sources of stresses have been identified, what's harder to explain is why some people are more susceptible to stress than others, and why some stressors cause mild stress, or no stress. How people perceive, react and adjust to a stressor depends on genetics, environment and the person's interpretation of the stressful situation.
This paper reviews how the brain is conditioned to become vulnerable to stress and how repeated stress can cause change in neurogenesis, or increased rate of cell death. Neuroplasticity determines what people perceive stressful and how they cope with the experience.

The second part of the study investigates research on the brain’s capacity for plasticity and its ability to change structure and function, using hypnosis as a facilitative approach for integration of happiness, and a stress-less perception. The following results are presented: hypnosis allows for increased executive attention with control of emotions; focusing on positive imagery contributes to strengthening healthier pathways; and emotions about the past, present, and future are subject to change.

IPS13.2 In the Zone: Understanding Individual and Team Flow in the Context of Competitive Sports

M. Dubin, Claremont Graduate University, Claremont, CA, USA
D. Vaughn, Claremont Graduate University, Claremont, CA, USA

Damian Vaughn and I would like to combine the findings from our master's theses: "The Relationship Between Flow, Self-Efficacy, and Performance: Implications for Measuring Team Chemistry" (Dubin), and "Intrinsic and Extrinsic Motivation Orientations and Flow in American Football" (Vaughn) to discuss the larger topic of flow in sports.

In Dubin's thesis, two studies were conducted. The first, used secondary data from the National Basketball Association (NBA) to suggest that flow-enabling offensive strategies produced better team statistics than flow-disabling strategies. A second study was conducted to directly test whether the experience of flow was associated with more flow-enabling behavior, better team performance, and higher levels of task-specific self-efficacy and team chemistry. This was assessed by questioning basketball players immediately after the completion of a recreational game.

In Vaughn's thesis, a qualitative investigation into the intrinsic motivation orientation (IMO), extrinsic motivation orientation (EMO), and propensity for flow experiences in American football was conducted. Six NFL players and six NCAA Division I football players were interviewed on their motivation orientation to the game of football over the course of their careers and the extent to which they attribute changes in motivation orientation to their ability to achieve flow in competition.

IPS13.3 Developing Resilience in a Ready Force

E. Powley, Naval Postgraduate School, Monterey, CA, USA
D. Sluss, Georgia Tech, Atlanta, GA, USA
F.J. Barrett, Naval Postgraduate School, Monterey, CA, USA

Resilience involves several capacities to enable bounce back from setbacks. First, resilience requires capacity to recover from setbacks and disruptions to work or personal trials. Second is the capacity to learn from and during challenging times and experiences. It also is capacity to draw on and build social support of others within and without the unit. Finally, resilience necessitates the capacity of leadership to foster vision and perspective as well as display understanding and care for those being led.

Our work investigates factors that support resilience for both individuals and organizational units. Our key question is: what are the factors that further enhance individuals' resilience capacity? To address this question, we conducted a longitudinal study of new recruits in the U.S. Navy. In our study we measure individual and organizational resilience, identification, and organizational justice. Our study aims to develop interventions to build and strengthen resilience. We present preliminary findings of our research and offer ways to learn about and develop resilience.

IPS13.4 The Loyalty Dilemma: The Effects of Relational and Self-distance On Moral Judgment and Decision-making

W. Sowden, University of Michigan, MI, USA

Recent research has dramatically changed how we comprehend the process of moral judgment (Haidt, 2012). However, as extensive as this research has been, one factor that has been neglected is our interpersonal relationships. This is surprising considering all that we know about the robust and pervasive effect that interpersonal relationships have on our lives (Peterson, 2012). In this presentation, I will discuss the results of four studies. In these studies I crossed the scientific study of interpersonal relationships with that of moral psychology by examining how
people’s relationship closeness to a moral agent (relational distance) and their psychological distance to themselves in a moral situation (self-distance) influence moral judgment and decision making. My findings show that moral judgments are indeed shaped by our interpersonal relationships, but that people are not bound to excuse or defend the unethical acts of those closest to them. The way that people think about themselves making the decision can help to neutralize their parochial tendencies. Understanding how construals of the self and social-relational context interact to influence moral cognition could prove useful in understanding and preventing socially negative behaviors such as the bystander effect (Darley & Latane, 1968), groupthink (Janis, 1972), and nepotism (Bellow, 2004).

IPS13.5 The Situational and Social Distribution of Willpower

B. Wright, University of Connecticut, Storrs, CT, USA
R. Baumeister, Florida State University, FL, USA

The empirical study of willpower has used mostly laboratory experiments, and so less is known about how willpower operates in day-to-day life across a wide range of people. This article reports findings from the ongoing SoulPulse study which uses the experience sampling method to collect data from people in the general population via their smartphones. Participants enroll for a two-week period, and they receive two surveys a day at random times. The study collects both trait-level measures of self-control, during the intake survey, and state-level measures of willpower, in the daily surveys. We analyze how willpower levels vary across day-to-day situations such as activities and social interactions. We also analyze how willpower experiences vary by type of person, looking at social characteristics such as age, gender, race and ethnicity, religion, social class, and region of country. We also examine if the situational experience of willpower varies by these demographic characteristics. Our findings lay the groundwork for a more socially-embedded understanding of willpower.

IPS14 - Individual Presentation Session 14: MINDFULNESS

IPS14.1 Bridging Technology and Well-being: Can a Mobile Application Aid Mindfulness Among Youth and Improve Their Well-being? An Evaluative Study

M. Mani, Queensland University of Technology, Queensland, Australia
D. Kavanagh, Queensland University of Technology, Queensland, Australia
L. Hides, Queensland University of Technology, Queensland, Australia
S. Stoyanov, Queensland University of Technology, Queensland, Australia

There is growing evidence for positive impacts of mindfulness on well-being. The portability and constant availability of mobile phones provides opportunities to cue mindfulness practice in the natural environment. Study 1 conducted a systematic search of mindfulness-based iPhone apps, and applied the Mobile Apps Rating Scale to 23 apps that included a program of mindfulness practice. Study 2 was a pilot RCT, which saw a significant rise in well-being over a month in users of two apps. Study 3 was a qualitative study in the trial participants, which elicited themes relating to the users’ experience of the apps. Limited understanding of mindfulness was shown, but knowledge of its benefits was seen as a potential motivator for greater app use. A proposed randomised controlled trial is described.

IPS14.2 Exploring the Relational Outcomes of Mindfulness in a Work Setting

L. Cameron, University of Michigan, Ann Arbor, MI, USA
G. Spreitzer, University of Michigan, Ann Arbor, MI, USA

Mindfulness is a state of consciousness where individuals seek to be in the present moment, attending to events and experiences in a non-judgmental way. This research investigates the effects of mindfulness and mindfulness interventions on relational outcomes within organizational contexts. In our first study we investigated the effects of two mindfulness interventions, loving-kindness (LKM) and
breath meditation (BM), on relational outcomes. We hypothesize that LKM will influence compassionate responding through an increase in positive emotions and empathy. We hypothesize that the BM will influence helping behavior through an increase in positive emotions and perspective taking. We examine the effects of LKM and BM in comparison to three control interventions and find a) both BM and LKM meditation practice increase positive emotions, empathy, and perspective taking, b) a positive relationship between BM practice and compassionate responding, and c) no relationship between LKM practice and compassionate responding. In follow up experiments we found that mindfulness is positively related to empathy, perspective taking, and positive emotions. These studies provide a first glimpse into how mindfulness may be related to relational outcomes in an organizational setting. We plan to share the results of both studies and a currently in-progress field study.

IPS14.3 Integrating Mindfulness and Positive Psychology: A Randomized-controlled Trial of Mindfulness-Based Well-Being

L. Martman, University of East London, London, UK
I. Ivtzan, University of East London, London, UK

The aim of the present randomized-controlled trial was to enhance well-being through an 8-week mindfulness program. This novel intervention combined multiple aspects of positive psychology with meditation. Each week was designed around a different topic including: self-awareness, positive emotions, self-compassion, self-efficacy, autonomy, meaning, positive relations with others, and engagement. The study hypothesized that well-being will be enhanced following completion of the program, as assessed by 11 measures. The hypothesis was tested on a non-clinical sample (N = 405), that was randomly assigned to an experimental or wait-list control group. In the experimental group, 49 participants were included in the final analysis, while 102 where included from the control group. The mindfulness intervention and questionnaires were completed online. Results indicate a significant increase in eight of the nine well-being measures and a reduction in depression and stress from baseline to post. This study breaks new ground as it supports the validity of integrating positive psychology and mindfulness, and suggests the efficacy of online mindfulness interventions in fostering well-being. The findings of this study hold particular relevance to modern life as the intervention was delivered online and required only 12 minutes of daily practice.

IPS14.4 Becoming Who They Want to Be: Effects of Adolescent Mindfulness on Value-Behavior Concordance and Thriving

M.T. Warren, Claremont Graduate University, Claremont, CA, USA
L. Wray-Lake, University of Rochester
A. Syvertsen, Search Institute

Values serve as core content in the identity formation process during adolescence, yet numerous obstacles impede the expression of one’s values in daily life. Value-behavior concordance (VBC) is a strong theme in ancient and modern formulations of the good life, and we argue that mindfulness (present-focused attention to one’s thoughts, emotions, and behaviors) may be instrumental for VBC by bringing awareness to adolescents’ values and to behaviors that misalign with those values. We therefore hypothesize that mindfulness would be associated with higher VBC, and VBC would be positively linked to a subjectively more meaningful life and a more fully achieved sense of identity. Cross-national data from 6,725 adolescents (Mean age = 17.43; SD = 3.65) from 8 countries were used to test these predictions. In line with our hypotheses, mindfulness was positively associated with VBC, which in turn partially mediated the links between mindfulness and meaning and between mindfulness and identity achievement. These findings suggest that mindfulness may be a catalyst for adolescent thriving by helping youth become the kinds of people they want to be. Finally, country-level differences are discussed in terms of the role culture may play in the development of mindfulness, VBC, and thriving.

IPS15 - Individual Presentation Session 15: POSITIVE PSYCHOLOGY AT WORK
IPS15.1 Applying Positive Psychology in Organizations – Guidelines for Success

C. Ibañez, Chilean Institute of Positive Psychology, Santiago, Chile

The main difference between flourishing and languishing organizations is not people but people management. The vast majority of managers and companies say, “people first” but this statement is lip service in most cases. Concepts, knowledge and findings emerging from evidence-based approach to organizational behavior (Luhtans, 2011), strengths (Buckingham and Clifton, 2001), positive organizational scholarship (Cameron, Dutton and Quinn, 2003) and other positive psychology approaches to organizational behavior have scarcely permeated people management in organizational contexts. Probably the “One-in-Eight Chance” (Pfeffer, 1999) is true: very few organizations apply to people management what is required to get excellence, flourishing and abundance. This hinders the most important mission of positive psychology that is the application of the knowledge to real world (Seligman, 2011). This presentation suggests guidelines for internal and external consultants to promote positive psychology applications in a sustainable and systematic way within organizations in order to impact positively the people management.

IPS15.2 Optimism of Professional Baseball Directors and Team Performance: Comparison of Their Winning Rates and Their Explanatory Style by Using Content Analysis of Verbatim Explanations (CAVE) Technique

T. Ito, Wako University, Machida, Tokyo, Japan
Y. Futagawa, Wako University, Machida, Tokyo, Japan

The present study seeks for the relationship between optimism of professional baseball directors and team performance by comparison of their winning rates and their explanatory style. From four sports newspapers published in Japan, 5,454 comments made by 12 professional baseball directors in 2011 were extracted and rated their optimism/pessimism according to Content Analysis of Verbatim Explanations (CAVE) technique. These explanatory styles were compared with the winning rates of their teams in the same year and the next year. The positive correlation of the explanatory styles and the winning rates of the same year was statistically significant. The sequential change of the explanation styles and the winning rates of each director were coupled monthly. A multiple regression analysis revealed that the optimism/pessimism of the directors was stronger than batting average but weaker than earned run average for the prediction of the winning rate next year, although it was statistically non-significant.

IPS15.3 Work on Wellbeing: History, Development, and Initial Findings from the World’s Largest Workplace Wellbeing Assessment Tool

A. Jarden, Auckland University of Technology, Auckland, New Zealand

This presentation outlines the history, development, current progress and initial findings from Work on Wellbeing (www.workonwellbeing.com) an online assessment tool specifically built to assess workplace well-being, and wellbeing change overtime in organisations. Comprised of 50 questions, and completed every three months on average, the WoW Assessment measures: Global Wellbeing (e.g., life satisfaction, happiness, flourishing, etc); Domain Wellbeing (e.g., intimate relationship, family, finances, etc); Health and Resilience (e.g., resilience, subjective health, physical activity, etc); and Work Wellbeing (e.g., job satisfaction, autonomy, strengths use, etc). On completion real-time, individualized, comprehensive employee well-being reports are produced, and organisations and employees receive organisational well-being reports transparently holding organisations and employees accountable for well-being and well-being change. This presentation outlines what the WOW team have accomplished, the technological, ethical, and online challenges they faced, and provides gleans of insight into their large dataset to date, including how such accurate real-time information can assist in improving organisational well-being. This presentation will also focus on functionality that is reported as most useful by organisational users, and qualitative analysis of two of the 50 questions. Implications for enhancing large scale organisational research design, and well-being programme implementation in organisations to improve well-being, are also discussed.
IPS15.4 Positive Regard as a Source of Salespersons’ In-and Extra-Role Performance at Work: The Mediating Role of Organization-Based Self-Esteem and Vitality

N. Shefer, Tel Aviv University, Tel Aviv, Israel
A. Carmeli, Tel Aviv University, Tel Aviv, Israel
R. Marcello, Kedge Business School, France

Relationships form the fabric of human (Berscheid, 1999) and organizational life (Allen & Eby, 2012). Most studies have taken a social exchange perspective and overlook the essence of positive regard, a concept developed by Rogers (1951) to mark genuine relationships where therapists develop a non-judgmental approach towards their patients. Positive regard captures the presence of acceptance, value and warmth that fosters the perception that one is truly valued, respected, appreciated and loved.

We argue that positive regard between colleagues increases their self-esteem in the organization thereby their sense of vitality, which in turn results in enhanced in-role and extra-role performance.

We tested a model in which the link between positive regard and in-role performance is serially mediated by organization-based self-esteem and vitality. Our study involved time-lagged data collected from 132 salespeople and their managers. The findings of this study indicate that positive regard increases organizational-based self-esteem, which in turn augments vitality. We also found that employees’ vitality is related to in-role performance. We hope that this study will open up new research avenues to understand the process in which positive regard augments self-worth and vitality in organizations and drives employee performance that contribute the whole.

IPS15.5 Happiness, Positive Emotions, and Job Performance: A Four-year Longitudinal Study

S. Vazquez, University of Santiago de Compostela, Santiago de Compostela, Spain
J. Salgado, University of Santiago de Compostela, Santiago de Compostela, Spain
M. Bastida, University of Santiago de Compostela, Santiago de Compostela, Spain

S. Moscoso, University of Santiago de Compostela, Santiago de Compostela, Spain

This study reports a four-year longitudinal investigation on the relationship among happiness, positive emotions and job performance. According to the happy-productive worker hypothesis (HPWH), we expected a positive relation between happiness and positive emotions with job performance. Additionally, we also expected that the relationship did maintain along the four-years.

The sample consisted of 170 managers of a company in the industry of Information and Communication Technology (ICT). Happiness was assessed through the satisfaction with life scale, the subjective happiness scale, positive emotions, and optimism. Job performance was assessed along three consecutive years with two independent ratings, one from the direct supervisor and another from the HR manager.

Results showed that three measures of happiness predicted significantly job performance across years. From the applied point of view, the results suggest that organizations can improve their overall effectiveness (in terms of individual job performance) by increasing worker well-being.

In summary, this research showed that SWB, happiness and positive emotions are relevant predictors of job performance, and that their effects remained at least four years after the measures were taken. These findings also provided support for the popular HPWH.

IPS16 - Individual Presentation Session 16: POSITIVE PSYCHOLOGY AND YOUNG PEOPLE

IPS16.1 Deconstructing Subjective Emotion in Childhood: Understanding Differences in Intensity and Frequency of Positive and Negative Emotions

J. Coffey, Claremont Graduate University, Claremont, CA, USA
J. Borelli, Pomona College, Pomona, CA, USA

Although recent research has highlighted the adaptive importance of positive emotions, most of these studies have focused on adults. This paper draws upon theories from developmental and positive psychology to compare how intensity and frequency of positive and negative emotions...
uniquely relate to healthy child development. Although positive emotions are thought to broaden and build (Fredrickson, 1998), intense positive emotions are associated with intense negative emotions, emotional crashes, and limited emotion regulation that might diminish the chances of broadening and building. Thus, intense positive emotions might offer little protective value when compared to frequent positive emotions. This study assesses how intensity and frequency of self-reported positive and negative emotions are related to rumination and depression, when all four emotion elements are added to the same model as unique predictors.

A community sample (N = 129) of children (ages 8-12) was assessed twice over a two year period. Structural equation modeling revealed that frequent positive emotions predicted less rumination and depression, whereas intense and frequent negative emotions predicted more rumination and depression. Consistent with theorizing, the findings for intense positive emotions were mixed. Findings will be discussed in the context of their contribution to the literature on healthy child development.

IPS16.3 Decrease in Happiness during Adolescent Years

L. Uusitalo-Malmivaara, University of Helsinki, Helsinki, Finland
E.L. Juhani

In this longitudinal study, global and school-related happiness were measured in 737 Finnish sixth graders and, three years later, in 339 ninth graders. Students filled out two questionnaires, the Subjective Happiness Scale (Lyubomirsky & Lepper, 1999) and the School Children’s Happiness Inventory (Ivens, 2007). In addition, they chose items that they perceived would increase their happiness from a given list. Both global and school-related happiness had decreased since the sixth grade. Especially in girls, the decline was dramatic. The decrease in happiness was mostly attributed to peer problems and, to a lesser extent, stress at school. The factor most desired to increase happiness was more success at school both among the sixth and ninth graders. Among the sixth graders, more free time, success in a hobby, and a girlfriend or a boyfriend were also popular choices. Among the ninth graders, money had gained in importance and almost half of them believed their happiness would increase with clear future plans. Ninth grade girls with a high grade-point aver-

age were happier than other girls, globally and at school. Among boys, no such differences appeared. In academically high-achieving Finnish students this gender difference makes an interesting topic of discussion.

IPS16.4 The Place of Well-being Therapy Among Other Positive Psychotherapeutic Approaches: Similarities and Differences

C. Ruini, University of Bologna, Bologna, Italy
F. Vescovelli, University of Bologna, Bologna, Italy
E. Albieri

Background: Well-being therapy (WBT) is a specific psychotherapeutic strategy for increasing eudaimonic well-being and positive functioning, according to Ryff model. It emphasizes self-observation of instances of well-being, with the use of a structured diary and homework assignments. WBT is structured, problem-oriented and based on an educational model. By a psychotherapeutic viewpoint, the techniques that are used in WBT derived from traditional CBT package, which may also involve positive thinking. The educational model and the concept of well-being, derived from the humanistic psychology tradition, may place WBT under the umbrella of traditional counseling, or coaching. However, what differentiates WBT from standard clinical approaches is the focus (which is on instances of emotional well-being, whereas in cognitive therapy is on psychological distress), and the goal (promotion of optimal functioning). As a consequence, WBT shares similarities with other interventions within the positive psychology domains.

Conclusions: WBT falls under the umbrella of positive psychotherapies, but is characterized by a strong clinical background and insights derived from psychopathology, which determine an individualized approach to the promotion of psychological well-being in patients, according to their specific needs.
IPS17 - Individual Presentation
Session 17: ENHANCING HAPPINESS

IPS17.1 Transforming from Unrealistic to Realistic Optimism: Steve Jobs as an Example
S.C.M. Chou, National Taiwan University, Taipei, Taiwan
Optimism has a checkered reputation due to the downside of misjudgment. Although many have praised optimism, others caution about its unrealistic aspect. Therefore, realistic optimism is considered a better form of optimism. How can one turn from blind to realistic optimism? The career of Steve Jobs illustrates this process.

Through a qualitative study, we found that Jobs tended to be unrealistically optimistic in his early years. He often relied on positive illusions to stay optimistic, which led to unsatisfactory performance or even failures. Through his mistakes, gradually he developed schemata that enabled him to be both optimistic and realistic.

Specifically, Jobs accommodated three schemata that allowed him to be realistically optimistic. First, the schema of systems thinking enabled him to perceive a bigger picture and elements that he could maneuver. This capability yielded a realistic sense of control. Later success further fueled his self-efficacy. Second, the schema of opportunity frames permitted him to see the silver lining in the clouds, thus resulting in realistic optimism. Third, the schema of integrative solutions helped resolve conflicts creatively, thereby reducing the need for self-justification. Overall, these three schemata allowed Jobs to cultivate “positive truths” to replace positive illusions, making realistic optimism possible.

IPS17.2 Happiness-Increasing Strategies among Affective Profiles
D. Garcia, University Of Gothenburg, Gothenburg, Sweden
C. Rappe, University of Gothenburg, Gothenburg, Sweden
E. Schutz, University of Gothenburg, Gothenburg, Sweden
S. MacDonald, Network for Empowerment and Well-Being, Gothenburg, Sweden
A.A. Nima, Network for Empowerment and Well-Being, Gothenburg, Sweden

The affective profile model (combinations of high and low positive, PA, and negative affect, NA) was used to investigate differences (N = 1000, age mean = 34.22, sd = 12.73) in Lyubomirsky's eight clusters of intentional happiness-increasing strategies: Social Affiliation (e.g. support and encourage friends), Partying and Clubbing (e.g. drink alcohol), Mental Control (e.g. try not to think about being unhappy), Instrumental Goal Pursuit (e.g. study), Passive Leisure (e.g. surf the internet), Active Leisure (e.g. exercise), Religion (e.g. seek support from faith), and Direct Attempts (e.g. act happy, smile). The self-fulfilling profile (high PA/low NA) reported more frequent use of Social Affiliation, Instrumental Goal Pursuit, Active Leisure, Religion, and Direct Attempts. The high affective profile (high PA/high NA) reported more frequent use of Social Affiliation (although lower compared to the self-fulfilling profile), Partying and Clubbing, Mental Control, Instrumental Goal Pursuit, Passive Leisure, Active Leisure, Religion, and Direct Attempts (although lower than the self-fulfilling). The low affective profile (low PA/low NA) scored higher, compared to the self-destructive, in Social Affiliation, Active Leisure, and Direct Attempts. The self-destructive profile (low PA/high NA) scored higher in Mental Control (compared to the low affective and self-fulfilling profile) and Passive Leisure (compared to low affective).

IPS17.3 Effectiveness of Positive Interventions (Journal of Joy) on Personal Growth
M. Kossakowska, University of Social Sciences and Humanities, Sopot, Poland
This study aimed to verify the relationships between an 8-week positive psychology (PP) intervention program (named Journal of Joy) and life satisfaction, psychosocial benefit-finding, and positive emotions in chronically ill and healthy populations.

Participants were individuals suffering from a range of chronic conditions (N=142) and healthy individuals (N=150). All participants were randomly divided into four equal groups. Only two groups (chronically ill and healthy individuals) followed the practices from the Journal of Joy. Variables were measured at two time points in accordance with the pretest-posttest design (T1, T2). The following questionnaires were used to assess the effectiveness of the Journal of Joy: SWLS, Silver Lining, and Positive Emotions Scale.

Results of a repeated factorial ANOVA indicated that the
Journal of Joy increased or maintained the level of benefit finding, $F(1, 438) = 10.73$, $p<.001$, and positive emotions, $f(1, 438) = 4.62$, $p<.05$, in chronically ill and healthy participants, but only for those who were highly motivated and engaged in the task. Even two pp exercises per week during 8 weeks were enough to increase or maintain the benefits participants drew from illness or life, and the level of positive emotions in daily life.

**IPS17.4 Gratitude Journals Foster Social Relationships and Improve Life Satisfaction: A Randomized Controlled Trial**

**B. O'Connell, University of Limerick, Limerick, Munster, Republic of Ireland**

**D. O'Shea, University of Limerick, Limerick, Munster, Republic of Ireland**

**S. Gallagher, University of Limerick, Limerick, Munster, Republic of Ireland**

Background: The use of gratitude journaling to foster positive social relationships has yet to be examined. Additionally, little is known about the pathways underlying the efficacy of gratitude interventions. This study examined the effects of a gratitude journal targeting social relationships on life satisfaction, and tested for explanatory mechanisms.

Methods: Using a double-blind, randomized controlled parallel group design 63 participants were randomly assigned to complete a social gratitude journal or an active control journal for 2 weeks and followed up 6 weeks later.

Results: Using bootstrap resampling, evidence of serial mediation was observed whereby the relationship between the intervention (vs. control) and improvements in life satisfaction was sequentially mediated by increasing levels of gratitude, positive emotions, and friendship. Therefore, those who completed the intervention (vs. control) experienced a significant increase in gratitude, which lead to increased positive emotions, which predicted friendship improvement, which then led to changes in life satisfaction. This pathway was observed for changes at six-weeks.

Conclusions: Gratitude journaling that elicits gratitude for people with whom one positively engages with on a weekly basis appears to be an effective intervention for improving life satisfaction. Further, this effect operated via enhancement of gratitude, positive emotions, and friendship.

**IPS17.5 Happiness on Twitter: Are Emotions Contagious Across Geographic Boundaries?**

**W. Wang, University of Central Florida, Orlando, FL, USA**

**J. Bian, University of Florida, FL, United States**

**H. Jibo, Wichita State University, Wichita, KS, USA**

**Z. Betsir, University of Central Florida, Orlando, FL, USA**

Individuals experience and express different emotions daily. Previous research has revealed that emotions can be contagious across individuals through personal contacts or social ties (e.g., Bhullar, 2012; Cacioppo, Gardner, and Berntson, 1997; McIntosh, Druckman, & Zajonc, 1994). However, little is known regarding whether emotions are contagious across geographic boundaries. To investigate this question, this study collected 2 billion Tweets among lower 48 states for eighteen months. We conducted linguistic analysis and extracted emotions expressed in the Tweets for each state each month, and analyzed the contagion effect with network autocorrelation model by treating geographic adjacency as network ties. Our results suggested that both happiness and negative emotions were significantly contagious across states sharing geographic boundaries. In addition, we found that negative emotions were more contagious than happiness ($\rho_{\text{negative emotions}} = 0.50; \rho_{\text{happiness}} = 0.33$). These findings have important implications to understand national emotions at a large scale on social media.

**IPS18 - Individual Presentation Session 18: HUMANITIES AND FRAMEWORKS**

**IPS18.1 Positive Psychology and Aristotelian Philosophy: Practical Science for Synthetic Happiness**

**M. Kobayashi, Chiba University, Chiba Prefecture, Japan**

This paper seeks to examine the relation between positive psychology and Aristotelian philosophy in an effort to clarify the philosophical underpinnings of positive psychology. It does this by first considering how positive psychology could be regarded as a “practical science” in terms of Aristotelian philosophy. Secondly, it reviews the current discussions on such issues as the Hedonia-Eudaimonia debate.
in order to explore the scientific and empirical research on Aristotelian Eudaimonia. Thirdly, it examines the extent to which Seligman’s authentic happiness theory contains the conception of the “good life”, and whether his recent well-being theory has become a more Aristotelian theory of synthetic happiness in contrast to his own assertion. This paper reaches the conclusion that positive psychology is basically an Aristotelian practical science and it is becoming increasingly so.

**IPS18.2  Evidence Supporting New Models of Ways to Make Life Exciting**

J. Malouff, University of New England, Armidale, NSW, Australia
S. Mundy, University of New England, Armidale, NSW, Australia
T. Galea, University of New England, Armidale, NSW, Australia
C. Johnson, University of New England, Armidale, NSW, Australia
V. Bothma, University of New England, Armidale, NSW, Australia

In Study 1, 103 adults involved in an exciting romantic relationship for at least three years described anonymously how they keep their relationship exciting. The responses fit into nine categories describing couple behavior. These findings provided the foundation of a new model of how couples keep their relationship exciting. The model includes joint activities that are passionate, adventurous, playful, sexual, spontaneous, and romantic. In Study 2, 103 other adults rated their own relationship on the six activities, on excitement, and on relationship satisfaction. The six activities showed significant associations with both excitement and satisfaction, providing support for the model. In Study 3, we extended the search for excitement methods to individuals. We asked 125 adults who said they were leading an exciting life to describe what they did to make their life exciting. The responses fell into three categories: (1) foundational positive thinking and emotions; (2) value-congruent activities that create arousal either by being suspenseful or by having biological impacts, such as from exercise or sex; and (3) methods of extending the excitement, for instance by sharing the activities. Together, the results of the three studies provide evidence for overlapping models of excitement generation for romantic partners and for individuals.

**IPS18.3  Toward a Contemporary Model of Virtue**

R. McGrath, Fairleigh Dickinson University, Teaneck, NJ, USA

A historical review reveals substantial variations in the understanding of the concept of virtue. This presentation introduces a definition of virtue and a taxonomy of virtues intended to provide an integrative framework for virtue. One of the central innovations in the field of positive psychology was the introduction of the VIA Classification of Strengths and Virtues, which hypothesizes the existence of 24 character strengths and 6 cross-culturally valid virtues. The VIA Classification is distinctive in its hierarchical arrangement of strengths as individual difference variables, and virtues as principles abstracted from situational themes and dispositional variables with social value. Evidence will be provided from seven samples suggesting a three-virtue model labeled Humanity, Inquisitiveness, and Self-Control. In this presentation, evidence will be provided that, though it emerges from the framework of the VIA Classification, this model offers an objectively defensible framework for the structure of prosocial behavior, because the three emerge out of different biological systems and have followed different paths in their social evolution. This model is also suggested as a useful heuristic for organizing personal efforts at self-improvement.

**IPS18.4  Cognitive Schemata of Felt Love**

Z. Oravecz, Pennsylvania State University, University Park, PA, USA

By adulthood, people develop internal models of their social context that consist of a set of cognitive schemata. This talk focuses on studying various facets of what feeling loved means with a special emphasis on the sources of possible inter-individual differences therein. We apply a cognitive psychometric approach to studying feeling loved. From this cognitive angle, love is seen as a mode of communication, with a sender, a medium, and a receiver. While we acknowledge the importance of the sender of love, our focus is on the receiver’s ability to detect, understand, and know that they are loved. We will present a study in which people evaluated several statements in terms of whether they made them feel loved. The data is interpreted in the framework of cultural consensus theory, which provides us with flexible tools to study both
individual differences and inter-subjective agreements on the cognitive evaluations of love. The focus is both on the individual's schema, and on an "average" schema, which is not a simple average, but an aggregate measure that is weighted by the amount of correspondence between individuals while accounting for cognitive response style.

IPS18.5 The Well-being Effects of the Arts and the Humanities: An Integrative Conceptual Model

L. Tay, Purdue University, West Lafayette, IN, USA
J. Pawelski, University of Pennsylvania, Philadelphia, PA, USA

The emphasis on science, technology, engineering, and mathematics (STEM) disciplines has led to questions as to the importance and usefulness of the fields of Arts and Humanities. Despite an implicit recognition of the value and significance of Arts and Humanities to individual and societal flourish, less scientific work has been undertaken to explicitly address their well-being effects. To provide an impetus and an integrative framework for scientific endeavors exploring well-being outcomes that stem from Arts and Humanities engagement, a working theoretical framework will be presented. The framework explicates tri-components of Arts and Humanities (i.e., ideas, skills, values) that promote components of well-being (e.g., subjective well-being, psychological well-being, character, civic engagement). Affective, cognitive, and behavioral mechanisms summarized from recent ongoing research will be delineated; moderating effects of individual differences and social contexts will be discussed. It is expected that this presentation will serve to provide greater interest in the role of Arts and Humanities for well-being among positive psychologists and enhance scientific rigor on this topic.

IPS19 - Individual Presentation Session 19: FAMILY AND LIFE SPAN

IPS19.1 Impact of Activity Tracking Technologies on Subjective Well Being in Older Adults

W. Fain, Georgia Tech Research Institute, Atlanta, GA, USA

New technologies designed to monitor key life parameters such as activity levels and sleeping patterns have become popular with those interested in fitness or just curious about quantifying aspects of their physical life. Activity tracking technologies may promote positive health by increasing awareness of critical behaviors related to improved health outcomes. It is less clear if the activity trackers, as they are currently implemented, meet the needs of older adults. Preliminary data has indicated that the devices may not be optimized to capture the activity of older adults or they may be difficult to use and maintain. However, the potential for activity trackers to become a health asset is great. Georgia Tech implemented a survey of the relationship between the usage of activity tracking technologies and subjective well-being (SWB). The results of the survey were used to develop and conduct a longitudinal study of the impact of activity tracking technology usage on both SWB and behavior. We identified the current barriers to use as well as highlight the potential for similar technologies to becoming an important tool to assist older adults in actively participating in managing their well-being.

IPS19.2 Family Life (Partnership and Parenthood) of Eminent Artists and Scientist and Their Creative Achievements, Sense of Success and Well-being

I. Lebuda, Academy of Special Education, Warsaw, Poland

The purpose of the presentation is to investigate the relationship between family life (partnership and parenthood) of eminent creators and their creative achievements, a sense of success and mental well-being. Previous researches have led to conflicting conclusions. Dominating theses state that marriage and family constitute an obstacle for the full utilization of the potential development of genius (Storr, 1988), particularly evident in the case of eminent women (Gardner, 1993; Helson, 1999; Simonton, 1999). In contrast to these findings there are results from the analysis of more than ninety biographical interviews with prominent representatives of many disciplines (Csikszentmihalyi, 1997). Regardless of gender, the participants tend to lead a satisfying family life and their experience in this field has not only increased their sense of well-being, but is also referred to as a successful life and a basis for effective creative work (Csikszentmihalyi, 1999). Based on analyses of information from triangulation of sources...
IPS19.3 Personality Facets and Life Satisfaction: A Twin Study

B. Nes, Norwegian Institute of Public Health, and, University of Oslo, Oslo, Norway
E. Roysamb, Norwegian Institute of Public Health, University of Oslo, Oslo, Norway
O. Vassen, University of Oslo, Oslo, Norway

Personality, particularly Neuroticism and Extraversion, seems to be important to Life Satisfaction (LS), but the nature of the associations is not fully known. This study aimed to identify specific personality facets driving the effects, and to examine genetic and environmental factors.

We used questionnaire data from 1,516 twins drawn from the Norwegian Twin Registry. Personality was measured with the NEO-PI-R and LS with the Satisfaction With Life Scale. Personality facets uniquely predicting LS were identified using regression analyses. Cholesky models were then used to estimate genetic and environmental influences on these associations.

The effect of personality on LS was mainly driven by four specific facets: the Neuroticism facets of Anxiety and Depression, and the Extraversion facets of Positive Emotions and Activity. These four facets explained 33% of the variance in LS. Heritability of LS was .31, and genetic factors accounted for 61% of the covariance between personality and LS. Also, LS was influenced by a unique genetic component unrelated to personality.

Personality accounts for a substantial amount of variance in LS. The associations mainly reflect emotional aspects of personality, and are strongly influenced by genetic factors. However, genetic influences on LS are not fully accounted for by personality related genes.

IPS19.4 Parent Strengths Knowledge and Use: Relationship to Family Satisfaction in Parents and Children

L. Waters, University of Melbourne, Melbourne, Victoria, Australia

In the foundational paper introducing the field of positive psychology, Seligman and Csikszentmihalyi (2000) called for a scientific understanding of what builds thriving families and suggested that psychologists work with families in ways that foster strengths. The teenage years are known to be a challenging time for parent-teenager relationships (Cimpian, Arce, Markman, & Dweck, 2007) and may be a time where positive psychology provides benefit. The current empirical study explored the relationship between Govindji and Linley’s (2007) two-factor strengths model (strengths knowledge and strengths use) with levels of family satisfaction in parent-teenager dyads (n = 113 pairs, n = 226 individuals). Hierarchical Multiple Regression revealed that parent satisfaction with their family was predicted by their self-knowledge and use of strengths in the parenting role. Parent satisfaction with family was also predicted by the adoption a strength-based approach to their children. Teenager satisfaction with their family was predicted by reports of the degree to which their parents understood and encouraged the teenagers to use their strengths. Teenager strength knowledge and use was significantly correlated with parents’ use of strengths in child rearing. These results provide important implications for strength-based interventions that can be used to build thriving families.

IPS20 - Individual Presentation Session 20: COACHING, MENTORING, AND SELF-DEVELOPMENT

IPS20.1 Self-compassion Weakens the Burden of Menopausal Hot Flushes on Daily Life Functioning and Depression

L. Brown, University of Melbourne, Melbourne, Australia

Objectives: Some women find hot flushes and night sweats (HFNS) to interfere more in daily life and mood than others. The aim of this study was to investigate the role of self-compassion as a potential moderator of the relation-
ship between HFNS and daily life activities, which in turn influences symptoms of depression.

Study Design: This was a cross-sectional study using questionnaire data from 206 women aged 40-60 who were currently experiencing hot flushes and/or night sweats.

Results: On average, women experienced 4.02 HFNS per day, and HFNS frequency was moderately correlated with interference ratings ($r=.38$). In the path analytic model, self-compassion made significant direct contribution to hot flush interference ratings ($\beta=-.37$) and symptoms of depression ($\beta=-.42$), and higher self-compassion was associated with lower interference and depressive symptoms. Self-compassion also moderated the relationship between HFNS frequency and hot flush interference. Higher self-compassion was associated with weaker effects of HFNS frequency on daily interference.

Conclusions: Self-compassion may weaken the association between HFNS and daily life functioning, which in turn, could lead to less HFNS-related mood problems. These findings imply that self-compassion may be a resilience factor to help women manage hot flushes and night sweats.

IPS20.2 Positive Leadership Education and Practice: A Self Determination Theory Based Leadership Development Program

V. Forner, University of Wollongong, NSW, Australia

Interest and investment in leadership development continues to grow, yet the content taught in many leadership programs often lacks a theoretical foundation and empirical support. Self Determination Theory (SDT) is a theory of motivation that posits a need-based approach to facilitating motivation, well-being and optimal functioning in others. SDT provides an empirically based model of conditions, such as a manager’s interpersonal approach and the workplace climate, that facilitate employee well-being and optimal motivation. In doing so SDT offers practitioners a theoretical framework for positive leadership education and practice. This paper presents the preliminary findings of a pilot project testing an SDT-based leadership program in a volunteer organization. The development program trained and supported managers in an SDT-based approach to leadership and was created to address retention and leadership issues in the organization. The research investigated whether or not the training intervention would help managers develop a more constructive motivating leadership approach. Volunteer job satisfaction and turnover intention correlates of the SDT based leadership approaches being taught in the program were also examined. This paper provides an introduction to SDT as a model for positive leadership and a leadership education approach to applying the theory in the work domain.

IPS20.3 Freedom is a Thought Away: How Female Life Coaches Redefine What is Possible in Business and Life

A. Kochenkova, Anna Kochenkova - Transformational Coaching, Milan, Italy

In the present study we explore the success paths of 200 female entrepreneurs from 20 different countries with the aim of identifying the patterns in the thinking and behaviour that have led them to reaching multiple-figure financial goals in businesses within a collapsed timeframe.

One of the key findings of the present study is that elimination of the mindset blocks is the foundational element of accelerated wealth generation and creation of work-life balance. The study identifies the major limiting beliefs entrepreneurs - and especially women entrepreneurs - face in starting and growing their business, and highlights the practical technique and tools with which these mindset blocks can be overcome most effectively, as based on the evidence from the interviews conducted.

Implications and avenues for further research on the role of mastering the mindset for achieving accelerated success in business and in life are discussed.

IPS20.4 Who Sees Change After Strength-based Leadership Coaching? An Analysis of Impact by Rater Level on Multi-source Feedback

D. MacKie, CSA Consulting, Brisbane, Australia

This study investigates the use of multisource feedback in assessing the effectiveness of a strength-based coaching methodology in enhancing elements of the full range leadership model. A between-subject non-equivalent control group design was used to explore the impact of strength -based coaching on transformational leadership behaviours measured in a 360-degree feedback process. Thirty executives and senior managers from a large not-for-
profit organisation were non-randomly assigned to either a coaching or waitlist cohort. The coaching cohort received six sessions of leadership coaching involving feedback on leadership and strengths, goal setting and strengths development. After six sessions of coaching over three months, cohorts then switched roles. The results showed that participants experienced statistically significant increases in their transformational leadership behaviour after coaching and this difference was perceived differentially at all levels within the organisation but not by the participants themselves. The results also showed that self-other rater alignment was a significant factor in self-ratings of change over time with those participants who initially over-rated themselves, reducing their ratings over time as a consequence. The results suggest that change after coaching is perceived differentially by level within an organisation and that self-other rater alignment is an important moderator of self-ratings over time.

IPS21 - Individual Presentation Session 21: POSITIVE EDUCATION

IPS21.1 Is All Well in the Ivory Tower? Well-being of Staff in 34 Australian Universities
L. Oades, University of Melbourne, Wollongong, NSW, Australia
L. Parkes, Voice Project
V. Forner, University of Wollongong, NSW, Australia

Oades et al (2011) proposed a framework for a positive university, however the well-being of university staff may be a long way from this vision. Over the last 20 years significant changes have occurred in colleges and universities impacting upon the working life of academics (Bakker et al, 2010). These changes include reductions in government funding, increased managerial style leadership and accountability combined with increased internationalisation of curricula and student numbers. In this study the well-being of 60,972 staff from 34 Australian universities was measured between 2009-2014 using three constructs: wellness, work-life balance, and job satisfaction, alongside a broad range of other demographic and organisational variables. Descriptive results will be provided, combined with correlation and regression analyses. Results will be compared to similar data from Langford (2010) which examined data from 2004-2008. Comparisons with the same items in other sectors in Australia will also be provided. Based on these results, recommendations for workplace well-being programs for universities will be discussed.

IPS21.2 Does Applying Character Strengths at School Predict Positive Experiences and Achievement At School? A Multilevel Analysis
L. Wagner, University of Zurich, Zurich, Switzerland
W. Ruch, University of Zurich, Zurich, Switzerland

Background: Recent findings suggest that character strengths, especially those that are seen as school-related (e.g., love of learning, perseverance), may contribute to positive experiences at school as well as school achievement. However, in a more person-centered approach, it is unclear if it also matters whether a student can apply his or her character strengths at school. Thus, the present study investigated whether the application of character strengths at school is related to positive school experiences and school achievement.

Method: A sample of 382 adolescents (mean age: 14.1 years) completed a self-report measure of character strengths (VIA-Youth), measures on positive school experiences (e.g., school satisfaction), and rated the applicability of the 24 character strengths at school (consisting of self-reported behavior and peer-rated desirability). For a subsample of 188 adolescents, grades were obtained additionally.

Results: Random-intercept multilevel models used to address the nested structure of the data (students in classrooms) revealed that the number of applied signature strengths was a significant predictor of both positive school experiences and school achievement.

Conclusions: Applying character strengths seems to matter for both success and well-being at school. These results may support intervention programs targeted at applying character strengths at school.
IPS21.3 Research and Evaluation Utilizing the Whole Child Framework: A College Access Program Example

N. Zargarpour, Claremont Evaluation Center, Claremont, CA, USA
D. Wanzer, Claremont Graduate University, Claremont, CA, USA

New generation education policies focus beyond K-12 schooling to college, career, and life success. A few examples include Common Core Standards, Cradle to Career Pathways, After School and Extended Learning, and 21st Century Learning policies. This expanded focus requires fostering not only students’ academic and cognitive knowledge and skills, but also their social, emotional, physical, behavioral, and moral development (Diamond, 2010; Kochhar-Bryant, 2010). As these domains develop interdependently, it is critical to educate the child in all developmental domains through developmentally appropriate and responsive practices (Bouffard & Jones, 2011). College access programs, by virtue of their mandate to foster success in high school and beyond, provide fertile ground for testing these holistic approaches and their association with desired outcomes. We will present program logic models and outcomes from a successful college access program to demonstrate the efficacy of the whole child, holistic and positive youth development frameworks. Discussion will include implementation of research and evaluation frameworks and methods that (a) encompass all of the whole child domains (vs. cognitive and academic only) and (b) account for associations among the cognitive and non-cognitive domains (Bishop-Josef & Zigler, 2011).

IPS21.4 How the Gamification of a Mentoring System Motivates University Students to Engage in Well-being Enhancing Activities

A. Du Plessis, Stellenbosch University, Stellenbosch, Western Cape, South Africa

At first-year level our university utilises 560 trained mentors to guide approximately 5,000 first-year students during their first six to nine months at university. This psycho-social support aims to enhance wellness, to develop positive psychological factors that affect academic achievement and to create a “flourishing” campus culture. Wellness cards are used by mentors during 10 to 12 one hour sessions with their mentees to facilitate growth and positive discussions. All mentors and mentees are also supported by their own individualised and secure wellness websites with assessments, ebooks, audiobooks, e-workshops, tracking tools for card sessions, journals, profile pages and personalised leaderboards. Online well-being enhancing activities currently include e-workshops on wellness, grit and growth mindsets, and a gratitude and happiness journal.

Gamification principles are integrated within the individualised websites of students to enhance engagement, competition and motivation. Ten primary gamification mechanics (fast feedback, transparency, goals, badges, leveling up, onboarding, competition, collaboration, community and points) were implemented with the aim of enhancing five key intrinsic motivators (autonomy, mastery, purpose, progress and social interaction).

A mixed methods research project evaluation provides evidence of huge increases in student engagement in well-being enhancing activities (partly due to gamification), academic performance gains and positive student development growth.

IPS22 - Individual Presentation Session 22: MEASUREMENT

IPS22.1 Mixed Methods Research in Positive Psychology: A Mixed Methods Methodological Review

R. Clark, University of Cincinnati, Cincinnati, OH, USA

Mixed methods research is less prevalent in psychology than in other social science fields (Alise & Teddlie, 2010; Roberts & Povee, 2014). This research involves conducting both quantitative and qualitative research phases within the same study or series of studies (Creswell and Plano Clark, 2011). Mixed methods research offers a unique approach in studies in positive psychology. By using a method that allows for generalizable results while exploring a phenomenon in greater depth, researchers may efficiently produce findings that are unique and engaging.

This presentation will provide the results of a methodological review of positive psychology in mixed methods research. The top five databases in psychology were
searched for uses of mixed methods in positive psychology from within the last 5 years. The 24 character strengths suggested by Peterson and Seligman (2004) were used to frame the review and to note the flourishing aspect of each research study. Prevalence of mixed methods in psychology will be shared, along with the prevalence of the flourishing element of the studies. This knowledge should move the fields of positive psychology and mixed methods research methodology forward by encouraging the use of research methods that allow for better understanding of complex phenomena (Greene, 2007).

IPS22.2  Tools for the Trade: The Workplace PERMA-Profiler

M. Kern, University of Melbourne, Parkville, VIC, Australia
V. Giolito, Solvay Brussels School of Economics & Management, Université libre de Bruxelles, Belgium
W. Unanue, Universidad Adolfo Ibáñez and Instituto del Bienestar, Chile
Gomez, Marcos, Universidad Adolfo Ibáñez, Chile

Organizations are starting to consider how to improve employee well-being, with hope of having healthy, productive employees. Wellbeing measures can complement other workplace metrics, such as productivity and profit, to promote a flourishing organizational culture. While several instruments measure workplace well-being, few include multiple dimensions. Building upon Seligman’s (2011) model of flourishing, we developed the Workplace PERMA-Profiler, a brief measure which assesses positive and negative emotions, engagement, relationships, meaning, accomplishment, and perceived physical health, within the work context.

We first introduce the measure. Across multiple samples and three languages (English, Spanish, and French), the measure demonstrated good psychometric properties. Wellbeing was associated with various antecedents (e.g. leadership style, role) and outcomes (e.g. work satisfaction, organization commitment, productivity, reduced burn-out). We then illustrate how the measure can be applied to the workplace to understand and foster well-being for both employees and the organization as a whole. A key characteristic of the measure is that it captures different profiles, which can help individuals and employers identify strengths and weaknesses within their organization. Depending on the organization’s values, different profiles may be most adaptive. Altogether, the measure provides another tool for understanding, monitoring, and building employee well-being, which is relevant across multiple cultures.

IPS22.3  Revising the VIA Inventory of Strengths: The VIA-IS-R

R. McGrath, Fairleigh Dickinson University, Teaneck, NJ, USA

The VIA Inventory of Strengths is perhaps the most popular measurement instrument in the field of positive psychology, estimated to have been completed by over two million individuals since its introduction in 2004. The data generated by those individuals creates the opportunity to re-evaluate and revise the inventory. Item analyses were conducted using a sample of 458,962 individuals who completed the VIA Inventory online. Statistics examined included tests of item discriminant validity, item discrimination, item information, item variability, and item means. In addition, the Flesch-Kincaid grade level was computed individually for each item, and ratings of item content relevance were collected. Based on this extensive review, items were identified for revision or replacement. Other items were key-reversed to generate a more balanced instrument. The presentation will introduce the VIA Inventory of Strengths Revised, a 192-item inventory with several short forms developed for use in specific circumstances. Ongoing validational efforts will be described as well.

IPS22.4  Learning by Sampling on the Dependent Variable: A Normative Model of Success-Based Search

R. Quinn, University of Louisville, Louisville, KY, USA
B. Crane, George Washington University, Washington, DC, USA
J. Harris, University of Virginia, Charlottesville, VA, USA

Organizational scholars have expressed concerns about the practice of learning from successful strategies or routines. Success is often less informative than failure as a source of learning, and learning that samples only on success leads to biased inferences because it is not representative of the underlying population. In this paper, we use inductive insights from organizational learning processes and a textual analysis of a type of search that samples on success to examine the question of whether it is possible
for learning that explicitly instructs learners to sample on success to actually be effective. We propose that interventions can lead to effective learning when the conversations are structured to follow a pattern of natural selection. In cases like these, practices that look like they are violating the standards of statistical theory may actually be effective because of their consistency with natural selection. This contributes to our understanding of learning effectiveness by examining the relationship between the way learners communicate and the effectiveness of their learning.

IPS22.5 Conclusions from Rasch Analyses on Three Scales of Eudaimonic Well-being

L. Schutte, North-West University, Potchefstroom, South Africa
M. Wissing, North-West University, South Africa
S.M. Ellis, North-West University, South Africa
P.E. Jose, Victoria University of Wellington, New Zealand
D.A Vella-Brodrick, University of Melbourne, Australia

Scholarly understanding of eudaimonic well-being has become increasingly centre stage and further development will depend inter alia on sound measurement of constructs involved. Rasch analysis was used in this study to examine the psychometric properties of the Meaning in Life Questionnaire, the nine-item version of the Basic Psychological Needs Scale, and the Mental Health Continuum - Short Form. The total sample (n = 635) consisted of respondents from Australia, New Zealand, and South Africa, who completed the English version of each scale in the second wave of the Eudaimonic and Hedonic Happiness Investigation project (EHHI2, Delle Fave et al., 2011; in process). Data was analysed using the Rasch rating scale model with the Winsteps 3.81 and RUMM2030 software programs. In conclusion, we identified items that did not perform well and should be considered for removal, we found that less response categories would yield more reliable measurement (in particular collapsing categories indicative of low levels of well-being), and that addition of items sensitive in measuring high levels of well-being should be considered. Differential item functioning across the countries were explored. Recommendations are made for further development of measurement in Positive Psychology. Implications for well-being theories are deducted from the findings.
The University of Pennsylvania would like to welcome you to this historic gathering of researchers, practitioners and students in the field of positive psychology. We hope you are informed by the latest research, inspired by its innovative application and warmed by friendships old and new. During the conference, we invite you to visit our booth in the exhibit area to meet with staff and alumni from our Master of Applied Positive Psychology program. Stop by to network with colleagues and conference attendees. Take the opportunity to discover how Penn’s MAPP program can help you learn to apply the principles and tools of positive psychology without interrupting your career.

Penn’s innovative MAPP program is the first in the world and still the only one in the US to teach the principles of applied positive psychology. Classes are taught by Penn faculty such as Martin Seligman, Angela Duckworth, James Pawelski and Karen Reivich, as well as visiting world-class researchers such as David Cooperrider, Barbara Fredrickson and Jonathan Haidt.

Visit Penn’s Master of Applied Positive Psychology Program at Booth #301.
CH1 Positive Psychology Associations Around the World

L. Sansom, Canadian Positive Psychology Association, Toronto, Ontario, Canada

With the rise of positive psychology throughout many different geographic regions, many positive psychology associations have sprung up in order to increase the well-being of populations through the dissemination and application of positive psychology research. Yet what is the role of a positive psychology association? How are they formed? What role do they play in spreading positive psychology research and application? And what roles could they potentially play in increasing global flourishing? These questions remain unanswered in any coordinated fashion. This conversation hour will bring together Positive Psychology Association members from China, New Zealand, Europe, Canada, Japan and Australia who will discuss and debate the roles of positive psychology associations in different cultures and the world.

CH2 Promoting Best Practice in Positive Psychology: Benefits and Risks of Professional Autonomy and Inclusivity

D. Vella-Brodrick, University of Melbourne, Carlton, Australia
J. Pawelski, I. Boniwell, M. Tarragona, R. Rebele, T. Lomas, I. Ivtzan

A panel of academics and practitioners within the field of positive psychology will discuss various pathways for ensuring best practice within the field of positive psychology. A number of questions relating to the value of a Code of Ethics, the minimum training requirements for practicing positive psychology, course accreditation, geographic and cultural differences and the need for formal professional development, will be discussed. The key question pertains to whether or not positive psychology needs to be regulated or monitored to ensure it is a credible profession and if so who should oversee it and to what extent should this occur? What are the primary responsibilities of any profession to its members, consumers and stakeholders? These questions will be debated by individuals from diverse backgrounds including practitioners, academics and students of positive psychology.

CH3 Positive Psychology in China

K. Zhao, Tsinghua University, Beijing, China

Positive Psychology is taking off in China. Since we held the same forum in the 3rd World Congress two years ago, much progress was made. We will present and discuss the research and application in various fields. First, education: we developed text books and training courses for teachers, as well as practical methods. Second, association: a platform was built for Chinese educators to connect, communicate and learn latest research. Third, research, including neuroscience, social psychology, education etc.: A large scale survey was run to investigate Chinese well-being, character strengths, personalities, etc., for students, teachers, employees, executives and common people. We also founded a Positive Psychology Research Fund to support many researchers to promote positive psychology research in China. And lastly, technology: we built an H-Lab (H for Happiness, Heart, Head, Health and Harmony) that developed various tools like mobile APP, wearable devices to enhance people’s well-being.

CH4 Defining and Measuring Compassionate Integrity: Doing the Right Thing for the Right Reason for the Right Impact on Others

C. Keyes, Emory University, Atlanta, Georgia, USA
B. Ozawa-deSilva, Oxford University, Oxford, England
T. Pruzinsky, Penn State, University Park, Pennsylvania, USA
K. Sheldon

Surprisingly little research has been conducted on the concept and measurement of integrity, let alone the role of this cardinal virtue in promoting one’s own as well as others’ happiness. Our conversation focuses on discussing several distinct models of integrity that emerge from law, philosophy, psychology, and college student formation. All models share the idea that integrity is consistently doing the right thing, or standing for something, for the right reason. However, all existing models of integrity lack attention to motive or intention and are thus unable to differentiate between forms of integrity that do harm to others (or opponents) from integrity that is accomplished with benefits to others (or opponents). Our conversation will raise for debate the proposition that models of integrity, if it is to be considered a virtue, should include the concept of compassion,
where compassion is seen as the desire to alleviate the suffering and promote the happiness of others even beyond one's in-group. Compassionate integrity is therefore doing the right thing for the right reason out of compassion.

**CH5   Focusing the Fire: Connecting Researchers, Practitioners, and Consumers**

*M. McDonough, Wholebeing Institute, Hardwick, MA, USA*

*D. Heisz, Live Happy LLC, Addison, TX, United States*

*R. McGrath, Fairleigh Dickenson University, Teaneck, NJ. USA*

*L. Wallace*

Positive Psychology is an idea that’s spreading like wildfire and wildfires are notoriously fickle, difficult to control, and eventually burn out. According to Everett Roger’s foundational model of how ideas spread, power shifts from innovators to practitioners when the rate of adoption increases. This turning point is what marketing researcher Robert Cialdini calls “the chasm, where many ideas falter and die.” Malcolm Gladwell calls this the “tipping point where ideas can quickly spread.” How do we both contain and fuel the wildfire of positive psychology keeping the whole of what’s working intact? How do we as a committed community stay strongly connected, so the communication between practitioners and researchers is relevant, immediate, and continual for the most positive impact for the end-user and provide the ability to earn a living as a practitioner?

**CH6   ’36 Questions’ - A Bridge between Film & Psychology**

*J. Coffey, Stony Brook University, Buffalo Girl Films, Melbourne, Victoria, Australia*

*A. Aron, Stony Brook University, Stony Brook, New York, USA*

*D. Bevan*

Dr. ‘Art’ Aron, Director of the Interpersonal Relationships Lab at Stony Brook University in New York has been exploring human relationship building for over twenty years and has been developing a set of questions which provide a practical methodology for establishing intimacy. Meanwhile in Australia, writer, Daniel Bevan, discovered Aron’s work and, inspired by the approach, weaved the research into his screenplay, ’36 Questions’.

The new independent feature, ’36 Questions’, bridges the two worlds of psychology and film, bringing both the honesty and vulnerability of relationships to the screen. The characters highlight the spectrum of human emotion ranging from honey sweet delight to bitter-taste-in-your-mouth disappointment. Not only does this project have heart, it has a mission: connect with others. It’s what makes life worth living.

This conversation hour will discuss Aron and colleagues’ research and explore what prevents or promotes connectivity between people and what elements in our society facilitate or inhibit relationship building. A preview of the movie’s trailer will provide stimulus for discussing barriers to connection in today’s youth. A group of diverse individuals including educators, leading psychologists in love and relationships, youth mental health experts and real young people themselves will provide debate and insight into this topic.

**CH7   Writing about Positive Psychology for a General Audience: Why Bother, What Works, and What to Avoid**

*J. Marsh, UC Berkeley, Berkeley, California, USA*

This conversation centers on some of the challenges, incentives, and successful techniques for writing about positive psychology research in a way that makes it feel accessible and practical to non-academics. Participants would include writers who have successfully bridged the worlds of positive psychology and journalism, including (schedules permitting) editors from Greater Good magazine (of UC Berkeley’s Greater Good Science Center), the Positive Psychology News Daily, and the Huffington Post, as well as other popular outlets. Together they would consider questions such as: What are some of the best examples of writing about positive psychology: writing that’s accurate, engaging, and of real service to its readers? What are some common pitfalls authors fall into when writing about positive psychology; for instance, where do they risk “dumbing down” the research in a way that’s misleading or even harmful? Where is there the greatest opportunity to help disseminate this research in a way that benefits the most people? The conversation should be illuminating and helpful for researchers who want to write about their work for a non-academic audience, journalists who want to improve their reporting on positive psychology, and anyone else who needs to communicate the results of positive psychology to non-experts.
We provide resources, training, and consultancy to help individuals, organizations and educational institutions develop and cultivate the strengths and virtues needed to thrive.

Universidad del Sinú – EBZ– is a not-for-profit, higher education institution with branches in three of Colombia’s main cities: Montería, Cartagena and Bogotá. The university has over 9,000 students and offers a wide range of undergraduate and graduate programs.

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IPPA is proud to recognize members who make important contributions to the field of positive psychology through our IPPA Awards program. We look forward to announcing the 2015 Winners during the Friday afternoon plenary session.

CHRISTOPHER PETERSON GOLD MEDAL

The Christopher Peterson Gold Medal is conferred to the member who exemplifies the best of positive psychology at the personal, professional, and academic levels. This award is named after Christopher Peterson, a beloved professor, scholar and pioneer in the field of positive psychology. Peterson's many scholarly contributions include his work on the character strengths and values classification and assessment with Martin Seligman, and more than 350 scholarly publications and books including A Primer in Positive Psychology, and Pursuing the Good Life: 100 Reflections on Positive Psychology. On a personal level, Peterson was known for his sincerity, humility, integrity, sense of humor and generosity. One of his favorite sayings was, “Other people matter,” and that is precisely how he made people feel.

The inaugural Christopher Peterson Gold Medal was awarded to Barbara L. Fredrickson, Ph.D. at the Third World Congress on Positive Psychology in 2013.

IPPA FELLOWS PROGRAM

The title of Fellow is conferred on IPPA members who have contributed most significantly to the scientific advancement of knowledge in their specific field of research or practice within the domain of positive psychology, and to the development of the International Positive Psychology Association. In 2013, the following IPPA Fellows were appointed:

Shane J. Lopez, Ph.D.
Sonja Lyubomirsky, Ph.D.
Nansook Park, PhD.

DISSERTATION AWARDS

This award is conferred on the author of a recent Ph.D. dissertation that advances the science or application of positive psychology. Many of the applications received this year were characterized by impressively high levels of originality and methodological complexity, a very promising perspective for the future of positive psychology. Congratulations to our 2013 winner: Claudia Harzer, Ph.D.


Congratulations also go to those receiving Honorable Mention: Dana Arakawa, Rhea Owens, Marco Weber


STUDENT SCHOLARSHIPS

Thanks to the generosity of donors, twenty-four students were awarded a scholarship to attend and present their research at the Third World Congress in 2013. Many of these passionate young scholars have gone on to make important contributions to our field.

Sophia Chou,
National Taiwan University

Ferlin Bullare,
University of Malaysia Duhok

Jacqui Synard, University of Ottawa

Judith Mangelsdorf,
Free University of Berlin

Corinna Peifer,
University of Trier, Germany

Sophia Bostock, UCL

Pulki, Khanna,
Indian Institute of Technology

David Hatler, Université de Montreal

Coralie Lanoue,
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Kim Edwards,
University of Western Ontario

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Columbia University

Sherry Cowen,
Brigham Young University

Brandon Duong,
University of California, Irvine

Elisa Rice, University of North Carolina at Chapel Hill

Katherine Sachs, UC Berkeley

Kerry Whittaker, Uniformed Services University of the Health Science

FELLOWS Program

The title of Fellow is conferred on IPPA members who have contributed most significantly to the scientific advancement of knowledge in their specific field of research or practice within the domain of positive psychology, and to the development of the International Positive Psychology Association. In 2013, the following IPPA Fellows were appointed:

Shane J. Lopez, Ph.D.
Sonja Lyubomirsky, Ph.D.
Nansook Park, PhD.

Dissertation Awards

This award is conferred on the author of a recent Ph.D. dissertation that advances the science or application of positive psychology. Many of the applications received this year were characterized by impressively high levels of originality and methodological complexity, a very promising perspective for the future of positive psychology. Congratulations to our 2013 winner: Claudia Harzer, Ph.D.


Congratulations also go to those receiving Honorable Mention: Dana Arakawa, Rhea Owens, Marco Weber


Student Scholarships

Thanks to the generosity of donors, twenty-four students were awarded a scholarship to attend and present their research at the Third World Congress in 2013. Many of these passionate young scholars have gone on to make important contributions to our field.

Sophia Chou,
National Taiwan University

Ferlin Bullare,
University of Malaysia Duhok

Jacqui Synard, University of Ottawa

Judith Mangelsdorf,
Free University of Berlin

Corinna Peifer,
University of Trier, Germany

Sophia Bostock, UCL

Pulki, Khanna,
Indian Institute of Technology

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Kerry Whittaker, Uniformed Services University of the Health Science
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