Scientific Programme

Thursday, 13 July 2017

Strengths & Virtues
09:00 - 12:15
Room 523

Pre-Conference Session: Character Strengths Interventions: Tools for the Strengths-Based Practitioner

This workshop will offer the most recent research and practices on character strengths to assist coaches, counselors, educators, and managers in fostering well-being in their clients, students, and employees. Participants will learn essential concepts in application, work with exercises in the workshop, and walk away with tools they can begin using tomorrow.

Chair: Ryan Niemiec (VIA Institute on Character, Cincinnati, United States)

Coaching & Practice
09:00 - 10:30
Room 518

Pre-Conference Session: Coaching for Executive Well-Being

In this workshop you will learn techniques to enhance executive well-being based on a model that compliments 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 “how-to” roadmap for a well-being coaching practice.

Chair: Jeffrey Auerbach (College of Executive coaching, Pismo Beach, United States)

Measures & Methods
09:00 - 16:45
Room 525

Pre-Conference Session: Science for Scientists: Advancing the Science of Positive Psychology

Positive psychology is the scientific study of what enables individual and communities to thrive. Science is thus the backbone of positive psychology. The goal of this Pre-Congress day is to more intensely focus on the advanced aspects of the scientific enterprise in positive psychology – methodological, theoretical, and professional. It is intended for all engaged in the science of positive psychology from graduate students to seasoned professionals. The day will include a variety of presentation formats such as advanced, state-of-the-science presentations by leaders in the field followed by open discussion with the audience, Flash talks (short 5-min presentations by scientists), poster sessions, and open discussion sessions. Lunch and refreshments will be offered.

Chair: Robert J Vallerand (Université du Québec à Montréal, Laboratoire de Recherche sur le Comportement Social, Montréal, Canada)
Chair: Meike Bartels (Vrije Universiteit Amsterdam, Amsterdam, Netherlands)

Welcome and Opening
Robert J Vallerand (Université du Québec à Montréal, Laboratoire de Recherche sur le Comportement Social, Montréal, Canada)

How Emotions are Made
Lisa Feldman Barrett (Northeastern University, Boston, United States)
Scientific Programme

**How Do I Get Some Biology in My Research?**
Steve Cole (David Geffen School of Medicine at UCLA, Los Angeles, United States)

**The Underappreciated Importance of Statistical Power: Why Statistical Power Is More Important Than You Think**
Daniel Benjamin (University of Southern California)

**What Did We Learn Today and Future Perspectives**
Meike Bartels (Vrije Universiteit Amsterdam, Amsterdam, Netherlands)

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**Emotions**
09:00 - 12:15  Room 524 A/B

**Pre-Conference Session: The Science and Practice of Loving-Kindness Meditation**

Come experience the love! Sharon Salzberg, author of Real Love, teams up with Barbara Fredrickson, author of Love 2.0, to share the practical "how to" and the scientific "why" of loving-kindness meditation.

Chair: Barbara Fredrickson (University of North Carolina at Chapel Hill, Chapel Hill, United States)
Chair: Sharon Salzberg (Insight Meditation Society, Barre, United States)

**Work & Organizations**
10:45 - 12:15  Room 518

**Pre-Conference Session: Mindfulness-Based Strategic Awareness Training / MBSAT: Integrating Mindfulness and Positive Psychology**

The workshop presents a structured program for leaders and individuals to make skilful and wise decisions at work and in private life as basis for wellbeing and direction in life. The program is geared towards a non-clinical population confronting the prevailing challenges of our time such as pressure in the workplace, fast changing circumstances and uncertainty.

Chair: Juan Humberto Young (Switzerland)

**Coaching & Practice**
13:30 - 16:45  Room 519 A/B

**Pre-Conference Session: Making Positive Psychology Tangible**

Using tangible tools and facilitation methods in positive psychology coaching and training

Chair: Ilona Boniwell (Paris, France)
Scientific Programme

Measures & Methods
13:30 - 16:45
Room 518

**Pre-Conference Session: Navigating the App-Wilderness: Learn to Find the Best App or Start to Design One Yourself**

In this workshop you will learn how to evaluate existing apps on their theoretical basis, their usability and their persuasiveness to keep users engaged. We will provide hands-on experience in evaluating and selecting the right app for the job; give examples of high quality and lower quality apps to improve e.g. self-compassion and positive emotions; and give you the tools to apply this to your own field of interest.

Chair: Ernst Bohlmeijer (University of Twente, Enschede, Netherlands)
Chair: Saskia Kelders (University of Twente, Rotherhithe, Netherlands)

Work & Organizations
13:30 - 16:45
Room 524 A/B

**Pre-Conference Session: Awakening Compassion at Work**

Compassion is an undervalued yet essential part of today’s workplaces. In this workshop we will engage you with four steps that you can take to unleash compassion in your own work and give you a new focus on aspects of organizations that enable and block compassion. We will draw on evidence from two decades of research and but them to use in ways that are highly interactive and practical, equipping you with insights and resources to become a compassion architect in your organization.

Chair: Jane Dutton (University of Michigan, Ann Arbor, United States)
Chair: Monica Worline (University of Michigan, Ann Arbor, United States)

Wellbeing
18:00 - 20:00
Room 517D

**Opening Plenary Session**

- **Positive Psychology: Future, Present, Past**
  Martin Seligman (University of Pennsylvania, Philadelphia, United States)

- **TED-Style Talk: The Case for “Thank You”**
  Sara Algoe (University of North Carolina at Chapel Hill, Chapel Hill, United States)

- **Whither Happiness? When, How, and Why Positive Activities Might Undermine Versus Boost Well-Being**
  Sonja Lyubomirsky (University of California Riverside, Riverside, United States)

Other
20:00 - 21:30
Exhibit Hall

**Opening Dessert Reception in the Exhibit Hall**
Scientific Programme

Friday, 14 July 2017

Other
07:00 - 08:00
Room 520 D/E/F

Students of the International Positive Psychology Association Business Meeting

Biological Aspects
08:00 - 09:30
Room 517D

Friday AM Plenary Session

Ted-Style Talk: Choosing Empathy
Jamil Zaki (Stanford University, United States)

Plenary Presentation: Genomic Perspectives on Human Well-being
Steve Cole (David Geffen School of Medicine at UCLA, Los Angeles, United States)

Wellbeing
09:45 - 10:45
Room 517D

Founders Symposium: Marty Seligman

Chair: Martin Seligman (University of Pennsylvania, Philadelphia, United States)

Measuring Well-Being through Big Data
Johannes Eichstaedt (University of Pennsylvania, Philadelphia, United States)

Teaching Well-being Enhances Academic Performance: Evidence from around the World
Alejandro Adler (University of Pennsylvania, Philadelphia, United States)
Pioneering and Profiling Courage: The Work and Legacy of Shane Lopez

The purpose of this symposium is three fold: Our first goal is to describe the history of courage research in positive psychology, including studies in which Kristin Koetting O’Byrne, Cynthia Purdy, Stephanie Petersen Leachman, and Heather N. Rasmussen collaborated with Shane Lopez. Our second goal is to synthesize the courage research in positive psychology and highlight what we still need to know about courage (and why). Finally, our third and most important goal of this symposium is to honor the pioneering work and legacy of Dr. Shane Lopez.

To begin, Dr. Kristin Koetting O’Byrne will provide the anecdotal history on the development of the collaboration on courage research. First, she will discuss the distinctions between forms of courage (physical, moral, and vital), and the development of the definition of courage proposed by her and colleagues, "Dispositional courage is the cognitive process of defining risk, identifying and considering alternative actions, and choosing to act in spite of potential negative consequences in an effort to obtain ‘good’ for self or others, recognizing that this perceived good may not be realized" (O’Byrne, Lopez & Petersen, 2000, p. 6.). Next she will highlight studies including a focus group, and a mixed method study examining implicit theories about courage.

Dr. Stephanie Petersen Leachman will discuss her work with Dr. Lopez, including the first definition of courage, and a pioneering repertory grid study that has contributed to our understanding of courage as it allowed for an understanding of the elements of courage (i.e., situations that exemplify courage) and constructs (i.e., descriptions of how the situations are alike or different from each other). She will discuss participants own views of courage, and how this study and other research contributed to our evolving understanding of courage.

Next, Dr. Cynthia Purdy will present her courage research and her collaboration on courage research with Dr. Lopez. She will discuss the ways in Lopez’s types of courage led to changes in the definition of courage, the prediction of blended courage (Purdy, Britt, Zinzow, & Raymond, 2014), current research on types of courage in the US and India, and implications for courage interventions. Dr. will discuss her collaboration with Dr. Lopez on the development and publication of the APA book Courage.

Dr. Heather Rasmussen will present her work on courage across cultures and how this contributed to our understanding of the ubiquity of courage, but also the cultural context in which we need to consider courage. She will also discuss how her continued collaboration with Dr. Lopez resulted in her pursuit of work in positive psychology and physical health.

Throughout the symposium, we will discuss how the multifaceted definition of courage is what Shane Lopez displayed in his work and life. Indeed, it took courage to study courage and it took courage to pursue his goals. We will explain how we benefitted from his positive approach to mentoring and how it impacted not only us, but how his work has had a ripple effect and impacted others. We will end the symposium with an explanation of how we take Shane’s work forward, and provide challenges for researchers, practitioners, mentors and students.

Chair: Kristin ‘KK’ Koetting O’Byrne (Wellness & Well-being Solutions, LLC, Leawood, United States)
Chair: Cynthia L. S. Purdy (Clemson University, Clemson, United States)
Positive Emotions and Health Behavior: Organ Donation, Depression, and Drug Use

The proposed symposium highlights the utility of the application of positive emotion scholarship to the health domain. The first presentation will address a series of investigations on how different discrete positive emotions can have a varying impact on organ donor registration intentions and behavior. The second presentation will discuss two studies on how different attribution-based approaches can increase or decrease sympathy for people with depression. Increased levels of sympathy are associated with increased intentions to provide social support. Even though the first two presentations offer empirical evidence for the benefits of positive emotions on health behavior, the final presentation will present experimental data indicating that positively-valenced emotions can lead to problematic outcomes including more favorable attitudes toward marijuana use. Together, these studies highlight how the induction of positive emotions can have both favorable and unfavorable influences on health.

Chair: Jason Siegel (Claremont Graduate University, Claremont, United States)

- Positive Emotions, Non-positive Results: The Influence of Positively-valenced Emotions on Drug Use, and Other Outcomes
  Jason Siegel (Claremont Graduate University, Claremont, United States)

- An Attribution-based Approach to Increase Sympathy and Offers of Help to Individuals with Depression
  Tara Parnitvithikul (Claremont Graduate University, Claremont, United States)

- Positive Emotions and Organ Donor Registration: The Value of Being Discrete
  Danielle Blazek (Claremont Graduate University, Western Spings, United States)

Roundtable Session: Education

1.2 Moving Academic Probation College Students to Success with a Mindful Use of Flow
   Frank Coulson (Northeast Lakeview College, New Braunfels, United States)

1.3 Utilising technology to Build Positive School Wide Cultures
   Saraid Doherty (Parkmore Primary School, Forest Hill, Australia)

Roundtable Session: Education

2.1 Misery and Pleasure in the Origins of Happiness Studies, 1945-70
   Daniel Horowitz (Smith College, Emeritus, Northampton, United States)

2.2 Predicting Academic Success from IQ and Noncognitive Measures
   Sharron Russell (The Shipley School, Bryn Mawr, United States)
2.3 **Developing Intern Teachers’ Character Strengths: Effects of an Intervention Program on Well-being and Professional Competency Development**  
Nancy Goyette (Université du Québec à Trois-Rivières, Trois-Rivières, Canada)

2.4 **Besides the Gratitude Program Effect: Unlocking the Common Instructional Process of Certified Teachers**  
Hsiu-Ling Lin (National Taiwan Normal University, Taipei City, Taiwan, Republic of China)

**Roundtable Session: Education**

3.1 **Developing Socio-emotional Intelligence in Higher Education Academics**  
Camila Devis-Rozental (Bournemouth University, Poole, United Kingdom)

3.2 **Post-secondary Applications of Positive Psychology: Classroom Strategies and Benefits**  
Beverley Myatt (Durham College, Oshawa, Canada)

3.3 **Positive Educator Preparation for Special Education Teachers (PEP-SET) Model: Infusing Positive Psychology into Special Education Teacher Preparation**  
Elizabeth Tuckwiller (George Washington University, Washington, United States)

3.4 **Examining the Effectiveness of a Resilience Program with Mexican Young Children**  
Julia Gallegos (Universidad de Monterrey, San Pedro Garza García, Mexico)

3.5 **The Relationships among Positive Psychology Constructs (Mindset, Grit, Optimism) and Academic and Transition Outcomes for Adolescents with Learning Disabilities**  
Elizabeth Tuckwiller (George Washington University, Washington, United States)

**Roundtable Session: Education**

4.1 **Flourishing in Schools: Examining Positive Leadership as a Catalyst for Sustainable Improvement**  
Keith Walker (University of Saskatchewan, Saskatoon, Canada)

4.2 **The Science of Happiness Visits School: The Maytiv Positive Psychology School Program**  
Anat Shoshani (Interdisciplinary Center (IDC) Herzliya, Kfar Saba, Israel)

4.3 **Positive Adult Education Strategies in Vocational Education and Training at TAFE SA**  
Judy Hilton (Universtity of Melbourne, Melbourne, Australia)
Scientific Programme

4.4 Highly-ably Learners Value Standing One´s Ground during Disagreements with a Friend
Tanya Chichekian (UQAM, Montreal, Canada)

4.5 Research that Matters, Investigations for Flourishing, Life, Opportunities for Peace, and Resilience
Andrea Ortega Bechara (Universidad del Sinu, Bogota, Colombia)

Education
09:45 - 10:45
Room 519 A/B

Roundtable Session: Education

5.1 The Influence of Reflecting Power on Achievement Motivation
Michaela Brohm-Badry (University of Trier, Trier, Germany)

5.2 `Creating Space for Positive Growth - Enhancing Experiential Learning through Character Strength Journaling`
Shane McAloon (The Hutchins School, Hobart, Australia)

5.4 Enhancing Capacity for Mental Health with Rural, Volunteer Emergency First Responders
Kristen Jones-Bonofiglio (Lakehead University, Thunder Bay, Canada)

Education
09:45 - 10:45
Room 519 A/B

Roundtable Session: Education

6.1 A Positive Education in China Called “Huanggao Education”
Hongli Chen (HL Institute of Positive Psychology, Irvine, United States)

6.2 Paying it Forward: A Brief Intervention Using College Senior Narratives to Instill Belongingness and Resilience in Freshmen
Melissa Stiksma (George Mason University, Fairfax, United States)

6.3 Strengths-based Approaches for Children: Positive Psychology in the Elementary Classroom
Rod Galloway (University of Tasmania/George Street Normal School, Dunedin, New Zealand)

6.5 An Innovative Approach to Preparing Health & Physical Education Teachers to Facilitate Social and Emotional Learning
Wendy Piltz (University of South Australia, Adelaide, Australia)
Scientific Programme

7.1  Reaching a Wide Audience: Using Positive Psychology to Bring Systems Science to Life
Christine Siokou (The University of Melbourne, Melbourne, Australia)

7.5  Positive Aspirations in Higher Education? Mapping the Graduate Capabilities of Universities in Australia and New Zealand to Positive Psychology Constructs
Dan Loton (University of Melbourne, Carlton, Australia)

Roundtable Session: Education

8.1  Positive Psychology for Veteran Human Resource Leadership Development through Higher Education
Lisa Miller (American Military University, Worthington, United States)

8.2  School Community Alignment & Growth Project: Focus on Teachers and Staff to Cultivate a Positive School Community
Sonia Di Maulo (Harvest Performance, Laval, Canada)

8.5  Wise Feedback in Large-lecture Classes Improves Undergraduates' Test Performance and Increases Help-seeking Behavior
Marianne Fallon (Central Connecticut State University, New Britain, United States)

Roundtable Session: Education

9.2  The Power of Positive Psychology through the Narrative: Communication with Clarity and Meaning
Nancy Watt (University of Toronto, Toronto, Canada)

9.3  Teaching Positive Psychology and Student Well-being: Do Undergraduate Student PERMA Scores Increase during a Positive Psychology Course?
Alvin Phan (University of New Mexico, Albuquerque, United States)

9.4  What is it Like to Learn Positive Psychology? How Understanding the Student Learning Experience Can Help Inform Positive Education Programs
Rachel Russell (University of Auckland, Auckland, New Zealand)

9.5  Monitoring School Climate and Wellbeing in Public Schools in Chile
Marian Bilbao (Universidad de Santiago de Chile, Santiago, Chile)
Measures & Methods
09:45 - 10:45
Room 523

Introduction to the VIA Test Suite for Adults

The VIA Inventory of Strengths has been the dominant measure of character strengths in positive psychology, but it has several important flaws. Among the problems: all items are positively keyed, relatively little was published about the criteria used for item selection, the length is excessive, there is no standardized measure for the virtues, and the identification of signature strengths is compromised by tied scores. To address these concerns, a complete revision of the instrument, as well as development of complementary instruments, was recently completed. This involved extensive empirical and conceptual analysis of all items on the existing measure; development of 272 new items, including key-reversed items; administration with a number of other measures to a sample of 4,286 individuals; and selection of a final set of items based on multiple statistical outcomes, including indicators of convergent and discriminant validity, and item discrimination and information statistics. The resulting instrument, the VIA-IS-R, consists of 24 eight-item scales (192 items total). There are also two short forms: the VIA-IS-M, which includes both positively and negatively keyed items, and the VIA-IS-P, comprised solely of positively keyed items, both of which include 96 items. Direct measures of the six virtues described by Peterson and Seligman (2004) and the three virtues introduced by McGrath (2015) were also developed. In addition, two alternate approaches to the measurement of the strengths were developed. The Personal Strengths Scale comes in 72- and 24-item versions, while the Signature Strengths Survey is a direct measure of signature strengths. The complete set of new instruments is known as the VIA Test Suite for Adults.

Given the breadth of the Test Suite, the workshop format seems most appropriate. The problems with the existing measure, the development of the suite, and the purposes of each of the new instruments will be reviewed, with recommendations provided for selection among the options depending on one’s purposes.

Intended Audience: This workshop is appropriate for anyone who is considering using the VIA model in the future for research or applied purposes, since the Test Suite will be the official set of scales offered by the VIA Institute for adults.

Learning Objectives: Upon completing this workshop, participants will:
1. Understand the limitations of existing instruments used to measure strengths and virtues.
2. Identify the different assessment techniques that have been developed to address the diversity of goals underlying measurement of strengths and virtues.
3. Evaluate which of the available instruments best meets the goals of his or her work as a researcher or practitioner.

Exercises/Skills Taught: The workshop will include close examination of the various measures that are being introduced, and will discuss how to choose among the options depending on one’s research or practice goals.

Chair: Robert McGrath (Fairleigh Dickinson University, Teaneck, United States)
From Research to Practice: Strength-based Parenting, Family Functioning and Children and Youth Wellbeing

Families are complex systems involving many components relevant to the healthy development of children. In line with the growing field of positive psychology, this symposium will focus on positive aspects of family functioning, including strength based parenting (i.e., parenting that focuses on identifying and encouraging children and youth to use their strengths; Waters, 2015), and discuss how aspects of the family environment relate to well-being and psychopathology for children.

Bringing together researchers from Australia, Canada and the United States, this symposium will include current and innovative research and will discuss a variety of methodological techniques - quantitative and qualitative designs, advanced longitudinal modelling, mediation methods, and focus group methodology. This symposium will also discuss information relevant to applied practice and will highlight important implications for the development and evaluation of interventions.

In the first presentation, Brae Anne McArthur will discuss results from a longitudinal study examining the impact of family functioning during early adolescence (13 years) on depression and well-being outcomes during late adolescence (16 -19 years). Using Latent Growth Modelling (LGM), the results support that positive family functioning longitudinally predicts the level and trajectory of youth well-being and depression across late adolescence.

Next, Hayley Jach and Lea Waters will present findings from their recent research using mediational models to understand the importance of a teenager’s mindset when considering the relation between strength-based parenting and strengths-use. They will also discuss the impact of strength-based parenting and strength use on overall well-being.

Interactions between strength-based parenting, teenager mindset and teenager wellbeing.

Recent research has found that strength-based parenting—the tendency for parents to see and encourage children to use their strengths—relates to lower stress and higher life satisfaction in adolescents. To date, no study has considered the possibility that an adolescent's mindset may influence the relationship between strength-based parenting and wellbeing. The current study tested whether a growth mindset towards one’s strengths moderated the relationship between strength-based parenting and strengths use, and also whether strengths use and strength-based parenting independently predicted subjective wellbeing. Three hundred and sixty three adolescents (M = 13.74, 51% female) completed questionnaire measures of strength-based parenting, strengths use, subjective wellbeing, and strengths mindset. A hierarchical regression using latent variables found that, consistent with previous findings, strengths use and strength-based parenting were significant independent predictors of subjective wellbeing. Additionally, adolescent mindset towards strengths significantly moderated the relationship between strength-based parenting and strengths use: in other words, when adolescents believed that their strengths were malleable, there was a stronger influence of strength-based parenting on the likelihood that adolescents would use their strengths. Adolescents who see their parents as strength-based report greater strengths use (especially when they have a growth mindset about their strengths) and enjoy greater subjective wellbeing.

BIO:

Hayley Jach completed a Bachelor of Arts with First Class Honours in 2015, winning the Jeff Pressing Award for best thesis in the fields of cognitive psychology or the psychology of music. She has recently returned from Europe, where she presented her research at universities in Copenhagen, Heidelberg, and Zurich. Since 2015 she has worked at Melbourne University’s Centre for Positive Psychology on a range of projects related to mindfulness, adolescent wellbeing, and parenting. In 2016 she was awarded the Gerry Higgins Scholarship in Positive Psychology to conduct research on the benefits of strength-based parenting for adolescents, under the supervision of Professor Lea Waters. Professor Waters holds the Gerry Higgins Chair in Positive Psychology and is the founding Director of the Centre for Positive Psychology, University of Melbourne (2009-2016).

Professor Waters is the president elect of the International Positive Psychology Association, has affiliate positions with Cambridge University and University of Michigan, has been listed in the Marques 'Who's Who in the World' since 2009 and was listed as one of Australia’s Top 100 Women of Influence by the Financial Review and Westpac Bank (2015).

She has presented her research in United States, United Kingdom, Europe, Asia and the Pacific and has published over 85 peer reviewed journal articles and book chapters. She been awarded academic prizes for research excellence by the American Academy of Management and has been awarded International and National Teaching Awards including the Management Educator of the Year (2004) by the Australian and New Zealand Academy of Management and two National Teaching Excellence Awards from the Australian Government (2008, 2011). She has received invitations to speak at conferences across the world: International Positive Education's World Congress, the Canadian Positive Psychology Association's National Conference, the International Positive Psychology Association's World Congress and the New Zealand Positive Psychology Association's National Conference.

Lastly, Margaret Lumley will describe a novel online learning resource designed for parents, and aimed at promoting character strengths in young children. Employing a qualitative focus group methodology, this study delivers information on how to best mobilize knowledge about character strengths to parents of kindergarten students. Taken together, these presentations will provide a forum to discuss the important role of parenting in the development of healthy, happy, and thriving children and youth.

Lea Waters - lea@leawaters.com
Hayley Jach - hayleyjach@gmail.com
Margaret Lumley - mlumley@uoguelph.ca

Chair: Brae Anne McArthur (Temple University, Philadelphia, United States)
Scientific Programme

Family Functioning during Adolescence Predicts Young Adult Mental Health: A Latent Growth Model
Brae Anne McArthur (Temple University, Philadelphia, United States)

Mobilizing Knowledge about Character Strengths to Parents of Kindergartners
Margaret Lumley (University of Guelph, Guelph, Canada)

Interactions between Strength-Based Parenting, Teenager Mindset and Teenager Wellbeing
Hayley Jach (University of Melbourne, Melbourne, Australia)
Lea Waters (University of Melbourne, Parkville, Australia)
Positive Education for All Schools: Free Resources to Promote Mindfulness and Character Strengths

During the last years, there has been an increase in the number of positive education programmes and practices all over the world. But there aren’t too many initiatives carried out in an altruistic way, offering free resources for teachers and parents. From a democratic perspective, positive education should be available for all schools and not only for those that can afford to pay for expensive programmes and teacher training. Taking this into account, a group of Spanish psychologists and educators -the SATI Team- decided some years ago to embark on such a venture. The result was the creation of the "Happy Classrooms Programme", a multidimensional and for free tool addressed to 3 to 18 year old students.

This workshop aims to provide a theoretical and practical overview of positive education, from a holistic approach that combines the promotion of mindfulness and character strengths. We will present the foundations of positive education, derived from the scientific contributions of positive psychology. Then, we will discuss the concept of happiness and its implications for educators, carrying out a critical review of the PERMA model and offering some suggestions to improve it. Furthermore, we will explain the theory and the praxis of mindfulness and the cultivation of character strengths, providing examples of good teaching practices, as well as bringing into play some practical exercises with the attendees.

Although we will start from a general outlook of current positive education programmes and practices, our main reference will be the "Happy Classrooms Programme", as an example of both scientific and for free educational tool. Nowadays, this is one of the more popular positive education programmes in Spanish speaking countries, and one of the few in the world completely gratuitous and for free distribution. It is available in English and Spanish (as well as in French, in a few months), and its distribution is gratuitous and completely free. The two axes of the programme are: mindfulness and the education of character strengths (based on the entire VIA Classification). The goal of the programme is twofold: to enhance the personal and social development of students, and to promote happiness in students, teachers and families alike.

This programme is situated within the framework of the Key Competences underlying the current European educational systems. Specifically, it allows teachers to work on the three most transversal Competences: sense of initiative and entrepreneurship, social and civic competences, and competence of learning to learn. It can be developed in all areas of the school curriculum, as well as in Guidance and Counselling Programmes, and Values Education or Character Education.

This programme is the result of nine years of work by a team of teachers and psychologists. We have grounded the programme on the most recent contributions of positive psychology, offering general proposals as well as more than 300 hands-on activities for students. The programme was first published on the Internet in October 2010, and the second edition was released in November 2012. In December 2014, the English translation of this book was published, and in coming months the French translation will be also released. The authors allow its diffusion and reproduction, but always with non-commercial purposes and quoting the original source. It can be downloaded full and for free at: www.aulasfelices.org

Over the last years, the programme has achieved widespread and international recognition by the scientific community and education professionals. It has been presented at many forums and events internationally. It has been included as a reference manual in university training programmes, master’s degrees and doctorates, by various Spanish and foreign universities. Currently, hundreds of schools all over the world are implementing this programme.

In addition, there are several ongoing investigations to empirically validate its effectiveness, and we will advance some of our recent findings. Our preliminary results have found evidences of the programme effectiveness in the following areas: levels of mindfulness, self-esteem, life satisfaction, empathy, relatedness, emotional repair, and reduction of depressive symptomatology and relational aggressive behaviour. We are still in an early stage of our investigations, so more research is needed to support these and later findings.

Workshop contents:
- Positive psychology, positive education and neuroscience: a general overview.
- Reasons to include happiness in education.
- Current trends and experiences in positive education.
- The "Happy Classrooms Programme": background, core principles and main components.
- Mindfulness: foundations, scientific evidences and implementation possibilities.
- Character Strengths: foundations, models and educational strategies. The VIA Classification.
- Examples of good teaching practices implementing the "Happy Classrooms Programme".

Intended audience:
- Teachers of Preschool, Primary and Secondary Education.
- Psychologists and researchers.
- Consultants, coaches and other professionals.
- University students interested in the field of positive education.
- Parents and members of the general public interested in learning more about positive education.

Learning objectives:
At the end of this workshop, participants should be able to:
- Know and value the fundamentals of positive education.
- Critically review the concept of “happiness” and its implications in education.

- Critically reflect on character strengths and how to make use of them in educational settings.
- Value the possibilities of the “Happy Classrooms Programme” to enrich their own teaching practice.

Examples of exercises/skills taught:

Examples of exercises/skills taught:

Examples of exercises/skills taught:

Examples of exercises/skills taught:

Examples of exercises/skills taught:
How Can Positive Psychology Contribute to Universal Well-Being? An Invitation to Conversation and Action

In its brief history, positive psychology has made great strides in both understanding what makes individuals thrive and in developing methods to increase individual flourishing. There is also some fine work on positive inter-personal relationships and positive organisations. But far less attention has been paid to what makes whole communities and societies thrive, and even less to positive inter-communal relationships. Yet we live in a world with growing divisions within and between communities with the resulting fear, hatred and mistrust adversely affecting the well-being of every member of society. A range of organisations are trying to address this growing polarisation (based on multiple factors including gender, age, politics, ethnicity, religion, and culture), but we believe the knowledge and skills developed within positive psychology can make a unique contribution to support the creation of universal well-being. In this presentation we seek to catalyse a conversation within the positive psychology community, to generate a call to action. We will offer an analysis of what we perceive are current needs and opportunities for positive psychology to engage in promoting universal well-being, and set out some specific proposals. But above all, we want to hear the views and suggestions of conference participants, and together forge a way forward to promoting greater understanding and empathy between diverse groups as a crucial step to developing a shared humanity and universal well-being.

Chair: Felicia Huppert (Institute for Positive Psychology and Education, Australian Catholic University, Sydney, Australia)
Chair: Sue Roffey (Western Sydney University, Sydney, Australia)
Chair: Vanessa King (Action for Happiness, London, United Kingdom)
Chair: Bridget Grenville Cleave (Workmad Ltd; Anglia Ruskin University; Education Support Partnership, Poulton, United Kingdom)
Chair: Marten deVries (Social Psychiatry and Public Mental Health, Maastricht University, Maastricht, Netherlands)

Positive Health Psychology Data Extravaganza

*Organized by IPPA's Positive Health and Wellness Division*

As the science of positive psychology expands, research within the health sciences has continued to document relationships between positive psychological constructs and human health. Hosted by the International Positive Psychology Association’s Positive Health and Wellness Division, the Data Extravaganza offers the audience the opportunity to learn from leading researchers in the field of positive health who will share their latest findings in brief, rapid-fire presentations.

Chair: Joel Milam (University of Southern California, Los Angeles, United States)

The Protective Effects of Optimism for Onset of New Post-deployment Pain in U.S. Army Personnel
Afton Hassett (University of Michigan Medical School, Ann Arbor, United States)

Compassion Predicts Survival over 17 Years in People with HIV
Gail Ironson (University of Miami, Coral Gables, United States)

Justice Beliefs and Telomere Length in African Americans: Are There Positive Consequences of Simultaneously Believing in Justice and Injustice?
Todd Lucas (Wayne State University, Detroit, United States)
More Happy, More Healthy? Associations of Positive Psychological Well-being with Future Lifestyle among Midlife Women
Claudia Trudel-Fitzgerald (Harvard T.H. Chan School of Public Health, Boston, United States)

Mental Well-being of Pregnant Women who Exposed to 2015 Earthquakes in Nepal
Goma Khatri (Jean Hailes Research Unit, Monash University, Melbourne, Australia)

Weight Status and Men’s Positive Mental Health: Examining the Jolly Fat Hypothesis from a Positive Psychology Perspective
Sophie Meunier (Université du Québec à Montréal, Montréal, Canada)

Wellbeing
11:00 - 12:00
Room 517D

Invited Speaker: Michael Steger
Meaning: Bringing Durable Flourishing to Life
Michael Steger (Colorado State University, Fort Collins, United States)

Strengths & Virtues
11:00 - 12:00
Room 520 A/B/C

New Findings in the Science of Character: What You Need to Know About the Latest Science and Practice of Character Strengths

In the last few years, there has been substantial progress in refining the assessment of character strengths, understanding the various positive outcomes associated with character strengths, and exploring of new interventions for working with character strengths. This symposium from scientists and practitioners at the VIA Institute on Character will highlight the major findings. You’ll walk away with some practical tools as well!

Chair: Neal Mayerson (Via Institute on Character)

The Next Generation of Measurement for the VIA Classification of Strengths and Virtues
Robert McGrath (Fairleigh Dickinson University, Teaneck, United States)

Character strengths and positive outcomes in different life domains.
Willibald Ruch (University of Zurich, Zurich, Switzerland)

From Research to Practice: The Application of Character Strengths
Ryan Niemiec (VIA Institute on Character, Cincinnati, United States)
Scientific Advances in Positive Psychology

Over the past two decades, the literature associated with positive psychology has grown by leaps and bounds. It has influenced research across most sub-areas of psychology that has appeared in top tier psychology journals. As the field of positive psychology has developed, our recent review of the literature offered an overview of trends in the main theories, research, and applications (Donaldson, Dollwet, & Rao[1], 2015). Expanding on this work, we invited prolific senior leaders in the most popular topics in positive psychology, who are actively shaping what positive psychology looks like, and the next generation of scholarship in their areas, to carefully examine and report the latest scientific advances, and share their vision for the future in our forthcoming edited volume “Scientific Advances in Positive Psychology”, by Meg A. Warren and Stewart I. Donaldson.

In the current symposium, we will share highlights from some of the chapters of this forthcoming volume. Stewart I. Donaldson, the symposium chair will open the session with a discussion of findings from a large database of publications linked to Positive Psychology, the trajectories and trends in the field, an overview of the forthcoming volume, and a few highlights of the key contributions. Next, Lea Waters, a leading scholar in positive education, will share insights and challenges in taking positive psychology to school settings. Further, she will propose a new framework of Visible Well-being designed to embed positive education into teacher practice as a more robust and economical way to improve student outcomes. Next, Philip Watkins, a prominent scholar in gratitude research, will share insights on how gratitude predicts well-being and offer his perspective on how appreciation is foundational to gratitude. He will discuss how gratitude must involve the psychological processes of appreciation and offer directions for future examination. Finally, Meg Warren will discuss key contributions of the three streams of positive organizational research, i.e., positive organizational psychology, positive organizational behavior and positive organizational scholarship, and offer a unifying framework, “positive work and organizations” as a way to encourage cross-pollination and discussion of positive perspectives in the workplace. Mihaly Csikszentmihalyi, a founding father of the positive psychology movement, will share his observations and thoughts, as a discussant for the symposium.

<sup>[1]</sup> Warren was previously Rao

References:

Chair: Meghana Warren (Claremont Graduate University, Claremont, United States)
Chair: Stewart Donaldson (Claremont Graduate University, Claremont, United States)

**Taking Positive Psychology to the Workplace: Positive Work and Organizations**
Meghana Warren (Claremont Graduate University, Claremont, United States)

**Current Theory and Research in Gratitude: Exploring the Importance of Appreciation**
Philip Watkins (Eastern Washington University, Cheney, United States)

**Scientific Foundations, Challenges, and Opportunities for Positive Psychology**
Stewart Donaldson (Claremont Graduate University, Claremont, United States)

**Creating Visible Wellbeing in All Schools: Positive Education Teacher Practice**
Lea Waters (University of Melbourne, Parkville, Australia)

**Closing Observations & Thoughts**
Mihalyi Csikszentmihalyi (Claremont Graduate University, Claremont, United States)
Scientific Programme

Other
11:00 - 12:00 Room 519 A/B

Roundtable Session

Clinical Populations

1.1 Autism: Focussing on Cognitive Strengths to Optimize Potential
Isabelle Soulieres (University of Quebec in Montreal, Montreal, Canada)

1.2 Childless and Thriving: A Mixed Approach Study of Women, who Want to Have Children, but Cannot
Jolanta Burke (University of East London, London, United Kingdom)

1.3 Clients' Experiences of Positive Psychotherapies
Margarita Tarragona (PositivaMente, Mexico City, Mexico)

1.4 Investigating Imagination in Adults with Autism with the BDP Art-based Assessment
Olena Darewych (Wilfrid Laurier University, Waterloo, Canada)

Other
11:00 - 12:00 Room 519 A/B

Roundtable Session

Coaching & Practice

2.1 Positive Psychology in Career Counselling Setting: Principles, Techniques and Applications
Roma Kozinska (York University, Toronto, Canada)

2.2 Positive Psychology Coaching: Working towards a Harmonious Marriage of Two Fields
Tim Lomas (University of East London, London, United Kingdom)

2.3 Gratitude and Generosity: A Wellness Practical Approach Applied to a Group of Women in Brazil
Renata Abreu e Lima Rocha (Universidade Candido Mendes Brasil, Rio de Janeiro, Brazil)

2.4 Impact of Open- and Closed- Skill Sports on the Cognitive Function in Older Adults
Ana Hitri (Retired Neuroscientist, Westport, United States) 11:00 - 11:10

2.5 Positive Psychology Based Coaching through Mobile Technology
Damian Vaughn (BetterUP, San Francisco, United States)

Other
11:00 - 12:00 Room 519 A/B

Roundtable Session

Clinical Populations
3.1 Beyond Symptom Control in Recovery from Mental Illness: Generativity Attainment and its Characteristics in Life-story Narratives and Self-report Measures of Mental Health Peer-providers
Galia S. Moran (Ben-Gurion University of the Negev, Beer-Sheva, Israel)

3.2 Positive Growth from Adversity and Beyond: Insights Gained from Cross-examination of Clinical and Non-clinical Samples
Pninit Russo-Netzer (University of Haifa, Haifa, Israel)

3.3 I Create - In Order Not to Cry
Tayyab Rashid (University of Toronto Scarborough, Toronto, Canada)

3.4 Strengths-based Resilience (SBR): An Approach to Treat Symptoms and Reduce Stigma among Adolescents and Young Adults
Tayyab Rashid (University of Toronto Scarborough, Toronto, Canada)

3.5 “Receiving the Gifts of Psychosis”: Positive, Transformational Change in Youth Who Have Experienced a First Episode of Psychosis
Gerald Jordan (McGill University, Montreal, Canada)

Roundtable Session
Culture & Global Issues

4.1 Techno-Happiness, How the Future of Neurotechnologies May Redefine Fulfillment Forever
Daniel Faggella (UPENN, Philadelphia, United States)

4.2 Understanding of Relationship’s Models in Portrait Paintings as a Way to Develop Positive Thinking
Maria Shiryak (St. Petersburg State Russian Museum, Saint Petersburg, Russian Federation)

4.3 Boosting Happiness and Reducing Fear of Happiness in a Culturally-diverse University in Dubai: A PPI Program for University Students
Louise Lambert (Independent, Dubai, United Arab Emirates)

4.5 How Does the Positive Psychology Movement Address Conflict?
Jennifer Winkler (University of Arizona, Tucson, United States)

4.6 Love, Passion, and Peak Experience: A Qualitative Study on Six Continents
Angela Mouton (Claremont Graduate University, Claremont, United States)
Scientific Programme

5.1  Building Whole Family Resilience: Living with Food Allergy and Anaphylaxis  
Karena J. Burke (Central Queensland University, Adelaide, Australia)

5.2  Predicting and Enhancing the Perceived Self-efficacy of Patients with Atopic Eczema using Hope Theory  
Chi-Keung Chan (Hong Kong Shue Yan University, Hong Kong, Hong Kong)

5.3  Positive Mental Health among Emerging Adult Survivors of Childhood Cancers  
Joel Milam (University of Southern California, Los Angeles, United States)

5.4  The Personal Growth Initiative and Search for Meaning in Life Moderate the Relationships between Illness Perceptions and Coping with Chronic Illness  
Marlena Kossakowska (SWPS University of Social Sciences and Humanities, Sopot, Poland)

5.5  The Applied Use Positive Psychology Principles to Develop and Pilot a Pediatric Health Application  
Brad Fain (Georgia Institute of Technology, Atlanta, United States)

5.6  Leveraging Positive Psychology as the Foundation to Emotional Well-being for Achieving Healthy Behaviors, Preventing and Treating Chronic Diseases, and Securing Health in Value Based Care!  
Liana Lianov (American College of Lifestyle Medicine, Chesterfield, United States)

5.7  Exploring the Relationship between Psychological Well-being, Role Participation and Parental Satisfaction of Mothers with Spinal Cord Injury: Role of the Positive Psychology in Rehabilitation  
Ruth S. Farber (Salus University, Elkins Park, United States)

Other
11:00 - 12:00  
Room 519 A/B

Roundtable Session

Lifespan Development

6.1  The Effect of Gratitude Training on Happiness, among Female Elementary School Students  
Mahsa Rashidnejad (University of Isfahan, Isfahan, Iran, Islamic Republic of)

6.3  Comparing the Role of Positive and Negative Emotions of Adolescents over a Six Month Period  
John Coffey (Sewanee: The University of the South, Sewanee, United States)

6.4  Libraries Empowering Learners for a Lifetime  
Annie Norman (Delaware Division of Libraries, Dover, United States)
Scientific Programme

Other
11:00 - 12:00 Room 519 A/B

Roundtable Session

Lifespan Development

7.1 Identifying Psychosocial Determinants of the Development of Passion among Elite Level Hockey Players
Daniel Lalande (Université du Québec à Chicoutimi, Chicoutimi, Canada)

Roundtable Session

Measures & Methods

8.1 Interdisciplinary Research on Positive Psychology and Well-being Study in Japan
Takashi Maeno (Keio University, Yokohama, Japan)

8.2 Validation of a Positive Psychology Personality Assessment (TCI-R) for Cross-cultural Population of Young Managers
Alberto Ribera (IESE Business School, Barcelona, Spain)

8.3 Dispositional Mindfulness and Bias in Self-theories
Andrew Proctor (Brigham Young University, Provo, United States)

8.4 I Can't Get No Satisfaction: Measurement Invariance and Gender Differences in the Spanish Version of the Satisfaction with Life Scale
Mercedes Ovejero Bruna (Complutense University of Madrid, Pozuelo de Alarcón, Spain)

8.5 Do Character Strengths Have a Worldwide Reliable Measure? A Meta-analytic Mixed-effects Approach to the VIA-IS Reliability Generalization
Mercedes Ovejero Bruna (Complutense University of Madrid, Pozuelo de Alarcón, Spain)

8.6 The Double Riff of Ryff's Well-being Assessment
Mercedes Ovejero Bruna (Complutense University of Madrid, Pozuelo de Alarcón, Spain)

Roundtable Session

Measures & Methods

9.1 A Public Health Approach to Measuring Wellbeing: Comparisons from the United Kingdom and South Australia
Aaron Jarden (South Australian Health and Medical Research Institute, Adelaide, Australia)
Scientific Programme

9.2 Assessing the Precursors and Attainment of Wellbeing in Higher Education Using the Engine Model of Well-being
Eranda Jayawickreme (Wake Forest University, Winston Salem, United States)

9.4 Construction of the Warmth Scale, Preliminary Study
Norma Ruvalcaba-Romero (University of Guadalajara, Guadalajara, Mexico)

Roundtable Session

Emotions

10.1 The Not So Protective Effects of Positive Emotions
Jessica Busler (Auburn University, Auburn, United States)

10.2 Increasing Engagement and Empathy through Virtual Reality
Nicola Schutte (University of New England, Armidale, Australia)

10.3 Exploring the Distinct Contribution of Inspirational Media Content to Happiness and Well-being
Arthur Art Raney (Florida State University, Tallahassee, United States)

10.4 Positive Psychology and the Moving Body
Josef Mattes (Universität Wien, Wien, Austria)

10.5 Personal Metaphors as Emotional Resources: Boosting Positive Affect, Vitality and Feelings of Autonomy through Motto-goals during Exam Preparation
Thomas Dyllick (University of Mannheim, Mannheim, Germany)

10.6 Scent that Leads to Pro-social Emotion and Motivation: The Effect of Pleasant Odor on Empathy and Forgiveness
Man Yee Ho (City University of Hong Kong, Hong Kong, Hong Kong)

Roundtable Session

Emotions

11.3 Exploring the Relationship between Essentialism, Enclothed Cognition and Wellbeing
Carolyn Mair (University of the Arts London, London, United Kingdom)

11.4 Grasping Mood Recovery: Hand Proximity Enhances the Effect of Positive Pictures on Mood Regulation
Susana Ruiz Fernandez (Leibniz Knowledge Media Research Center, Tuebingen, Germany)
Other
11:00 - 12:00 Room 519 A/B

Roundtable Session

Emotions

12.1 Conditions for Creating and Sustaining Social Forms of Flow
Charles Walker (Bonaventure University, Olean, United States)

12.2 Integrating Positive Psychology and Music Therapy to Alleviate Adolescent Anxiety
Sylvia, YCL Kwok (City University of Hong Kong, Hong Kong, China)

12.3 Development of a New Method of Differentiating Emotion from Other Affective States
Lisa Gray-Shellberg (California State University, Dominguez Hills, Carson, United States)

12.4 Music Education and Emotional Involvement
Angelika Güsewell (Haute Ecole de Musique Lausanne, Lausanne, Switzerland)
Innovative Mindfulness Tools to Managerial Staff in Order to Increase Organizational Well-being

The presenter, Dana Zelicha, is the founder of OWBA (The Well Being Agency). After working for many years in the corporate world of Red Bull and Philip Morris, Dana discovered mindfulness and returned to academia to complete her degree in organizational and social psychology from the London School of Economics. Since then, she has created OWBA, a London-based social enterprise endorsed by LSE with a vision to recover the frantic work environment and bring mindfulness to executives and teams around the world. Zelicha has since worked with international companies such as McKinsey & Co., Medronic, Amdocs, Zara, Teva Pharmaceuticals as well as leading conferences such as Wisdom 2.0 and TEDMED. In addition to her practice, Dana is also a lecturer of ‘Mindful Leadership’ and ‘Organizational Well-Being’ in one of Israel’s leading academic institutes called The Interdisciplinary Center (IDC) Herzliya. Her continuous research allows her to present novel and valuable mindfulness tools to her students and clients.

The aim of this workshop is to showcase new techniques that have been used most recently in an OWBA case study of international executives in order to bring mindfulness to their professional and personal lives, and to understand the rationale and implications of using these methods with future organizational leaders.

The OWBA Mindfulness Tools (OWBA-MT) were designed as mindfulness exercises to be practiced by leaders and employees in order to train them to think, feel, and act more mindfully. A recent case study was conducted over a total of 6 weeks, in which the techniques were taught to corporate executives on a weekly basis in a workshop forum, and participants were subsequently asked to practice these tools on their own both in the office, and at home.

The workshop is based on specific empirical quantitative research in the field. As part of the case study, all participants completed four surveys before and after the course in order to empirically measure their impact of the mindfulness intervention. These questionnaires include: The Oxford Happiness Questionnaire (Argyle & Hill, 2002), MAAS - Mindfulness Attention Awareness Scale (Effert & Forsyth, 2005), LSI - Listening Style Inventory (Barker, Pearce & Johnson, 2003), and TMBS - Time Mangement Behavior Scale (Macan, 1994).

In the prospective IPPA workshop, we would like to introduce and practice a number of the OWBA mindfulness tools on a target audience of managers.

Three Learning Objectives for the session (based on Bloom’s Taxonomy) include: Knowledge, Evaluation, and Application. Our first goal is to educate the workshop participants about mindfulness, autopilot activities, and organizational well-being. This is aimed to help them understand the relationship between workplace stress, multitasking, and miscommunication in the framework of mindfulness. Next, we hope to give them the discussion space to evaluate new, mindful ways to approach, think, and act in these situations. Lastly, we want to expose them to the OWBA-MT and how to apply them both at work and at home to increase their quality of presence, productivity, relationships and happiness.

Our workshop will include the following 5 OWBA-MT, each of which will be taught and/or practiced during the workshop:

1) ‘Mindful Meetings’: We’ve developed a special card to encourage managers to ask themselves 5 simple questions prior to entering a meeting such as: “Where is my attention? Am I occupied with work issues? Can I do something about it?” and redirect their attention to the present moment. Another common and effective tool is the ‘Walk & Talk’ - out of the box meetings which can create out of the box thinking, making us more creative and less rigid.

2) ‘Untasking Days’: Unlike multitasking, Untasking asks participants to pick an activity without accepting distractions. This tool is built up with various exercises such as choosing distractions mindfully, planning ahead activities for the upcoming day, creating ‘Untasking Episodes’ to be done without distractions for previously set periods of time, overcoming avoidance by taking care of more difficult tasks earlier in the day.

3) ‘IQ-EQ’ Feedback: This unique mindful feedback exercise stands for Intention, Quality of Openness, Empathy, and Quality of Presence. Each of these prepares one for mindful feedback, be it to employees or friends. Intention, is a self-check-in, in which one asks himself: Is it relevant? Does this feedback have to do with my desire for esteem or power? What do I want the outcome to be? Quality of Openness, expresses the idea of leaving negative emotions and emotional baggage one has at the door before walking into a feedback conversation. Empathy, is the ability to be compassionate and think – “If it were me, under these circumstances – how might I feel?”. Quality of Presence, is paying attention to one’s body language and tone. This is especially important when having a virtual conversation.

4) ‘Mindful Decision Making’: Before you respond, ask yourself: ‘IF BTR’. An alternative to meditation, mindful decision making allows participants to become more mindful of their Intentions, Feelings, Bodily sensations, Thoughts, and Readiness. For example, Readiness means - “Am I ready to respond to this email or rather wait? What can I do about it right now?”

5) ‘Mindful Daily Reflections’: This online writing exercise asks participants to answer four questions -- ‘What worked for me today? What didn’t work for me today? What did I learn today? What am I going to do differently tomorrow?’ When this tool is practiced continuously, participants may come to acknowledge thoughts and habits they may fall into time and time again. This allows them to become more mindful and productive and to grow toward a positive change of behaviour and mindset.

Until now, little research has been conducted on how lengthy corporate mindfulness programs affect managerial staff’s performance and well-being. This case study is revolutionary in its innovative tools and empirical research basis. While the results of our data won’t become available until the end of this month, we would look forward to sharing our results with IPPA as they become available upon request.

http://wellbeingagency.com

Chair: Dana Zelicha (The Interdisciplinary Center Herzliya, Herzliya, Israel)

5th World Congress on Positive Psychology,
July 13-16, 2017,
Montreal, Canada

Scientific Programme

Work & Organizations
11:00 - 12:00

The Well-being Agency Mindfulness Tools: A Workshop Designed to Teach Innovative Mindfulness Tools to Managerial Staff in Order to Increase Organizational Well-being
Big Data Insights about Character Strengths, Empathy and Physical Health

Millions of people share their thoughts, feelings, and attitudes in writing every day on social media. But can this natural language be used to learn about well-being and health on a large scale? In this symposium we apply big-data linguistic techniques from computer science to characterize character strengths, different forms of empathy, and the behavioral and personality determinants of physical health.

The proliferation of social media allows new approaches to social science research. Automatic content analysis at unprecedented scales has the statistical power to carry out exploratory open-vocabulary analysis to generate novel hypotheses about candidate processes associated with psychological factors and health outcomes. It also makes it possible to predict psychological profiles of individuals solely on the basis of text that they have written.

This symposium showcases the latest round of this research across a number of different sources of text. The first talk examines the language in Twitter that characterizes and distinguishes different Character Strengths. The second talk introduces the important distinction between salutogenic (good) and pathogenic (bad) empathy and explores their language correlates on Facebook. In the third talk, Harvard class reunion essays written 25 and 50 years after graduation in the 1940s are analyzed to determine the psychological traits that distinguish the graduates who lived the longest. In the fourth talk, medical records were associated with Facebook profiles, and language analyses of the Facebook language reveal the personality and psychological correlates of physical and mental illnesses.

Across these 4 studies, this symposium demonstrates the power of these methods to shed light on psychological processes, and their power to identify new candidate processes that drive mental and physical health.

Chair: Johannes Eichstaedt (University of Pennsylvania, Philadelphia, United States)

- **Character Strengths in the Language of Social Media**
  Johannes Eichstaedt (University of Pennsylvania, Philadelphia, United States)

- **Linguistic Markers of Processes Underlying Personality and Health and Wellbeing Associations**
  Lyle Ungar (University of Pennsylvania, Philadelphia, United States)

- **A Window into the Soul: Language and Mortality Risk**
  Margaret L. Kern (The University of Melbourne, Melbourne, Australia)

- **Good versus Bad Empathy in our Hearts and Words**
  Lyle Ungar (University of Pennsylvania, Philadelphia, United States)
How You Learn is How You Live: Using Nine Ways of Learning to Transform your Life

Few people have considered what learning is or examined their own approach to learning. The presenter will make the process of learning explicit using David A. Kolb’s Experiential Learning Cycle, and show how the way one approaches learning is the way one approaches life in general. This four-step process of Experiencing-Reflecting-Thinking and Acting begins with a deep trust in one’s own experience.

Everyone has a dynamic way of navigating this learning cycle. Since the cycle contains pairs of opposites—experiencing and thinking; reflecting and acting—few people find that they are automatically able to manage all these ways of learning with equal ease. The way one navigates the learning cycle determines a learning style. There are nine learning styles and together they present a complete portrait of one’s total potential. Just as each step in the learning cycle represents partial capabilities of the whole process, the nine learning styles also represent parts of a whole person, including affective, perceptual, cognitive and behavioral dimensions.

Participants will be invited to recognize their own preferences for using the learning cycle, and to identify their learning style. Each style has its strengths, brings its own joys and satisfactions, presents its own challenges and brings the learner to a different place.

Learning flexibility, the ability to use all nine learning styles to match context, allows one to meet any situation effectively. Learning flexibility is linked to many benefits: greater overall flexibility in life, seeing more possibilities in any given moment, experiencing less conflict and stress, and managing complexity. Flexible people also are more self-directed, so they are more likely to make changes that help them adapt to unexpected situations. Last but not least, they are happier.

A study of learning style preferences for over 400 lawyers reveals that majority of lawyers favor the styles associated with abstract Thinking. This supports their success as they scan for problems from a dispassionate position, but it may mean that they undervalue or avoid Experiencing—the ability to feel emotions and engage in relationships. However, they can learn to be more flexible in their approach and to build learning style flexibility with styles that are unfamiliar.

Intended audience: Any adult learner, especially leaders, managers, HR Directors, OD Consultants, Coaches.

Empirical research: Nearly 50 years ago, David Kolb integrated the ideas of eight foundational scholars into Experiential Learning Theory, a comprehensive theory of learning and development. He also introduced the concept of learning style to describe an individual’s unique preference for learning in different ways. His Kolb Learning Style Inventory, now in its fourth iteration, has helped hundreds of thousands of individuals realize their potential as learners.

Since 2000 research studies on the model have more than quadrupled. The current experiential learning theory bibliography include over 4000 entries from 1971-2016. In the field of management alone a 2013 review of management education research showed that 27% of the most cited articles in management education journals were about experiential learning and learning styles.

In over 45 years of research on the theory by scholars and practitioners all over the world, the principles and practices of experiential learning have been used to develop and deliver programs in K-12 education, undergraduate education and professional education. In the workplace, training and development activities and coaching are based on experiential learning concepts.

Learning goals:
1. Examine the ideal process of learning from experience, emphasizing the importance of experience and valuing emotions
2. Assess one’s own learning style preference
3. Identify the strengths and challenges of the learning styles
4. Recognize the value of building learning style flexibility

Workshop design:
· Initial experience that will allow participants to identify their own preferences for using the learning cycle
· Content delivery:
  o Expand the definition of learning to include any adaptive process in life
  o The Learning Cycle
  o The nine Learning Styles
· Small group discussion
  o The strengths and challenges of the learning styles
  o Group debrief
· Content delivery:
  o The importance of Learning style flexibility
  o Findings on lawyers learning styles
  o How to build learning flexibility, the ability to use all nine Learning

Kay Peterson is a founder and the Co-CEO of Harlan Peterson Partners, an organization development and executive coaching firm. Kay applies Experiential Learning to develop leaders, drive team effectiveness and promote learning organizations. The executive coaching program she created based on Experiential Learning and Learning Flexibility supports professionals to transform themselves at all stages in their careers, including their advance to positions as leaders, owners and entrepreneurs. She has worked with professionals in health care, law, service, finance, and manufacturing, management, engineering, IT, education and non-profit settings. Together with David A. Kolb, Kay has developed a Learning Skills Profile 360° Assessment that promotes personal and professional development through by measuring skills associated with the Learning Styles of the Kolb Learning Style Inventory 4.0.

Kay has presented programs on Experiential Learning, Learning Styles and Polarity Thinking at ICF Global Conference (North America Midwest), ICF Cleveland Chapter, Case Western Reserve University School of Law, and Defense
Translating the Science of Positive Psychology to Scale, Learnings from Three Case Studies: TecMilenio University, The State of Wellbeing, and the Comprehensive Soldier Fitness Initiative

In 2011, Dr Martin Seligman waved the banner that by 2051, 51% of the world’s population could be flourishing by positive psychology criteria, and that helping people find more meaning in their lives, cope better with stress and improve their relationships should be a worldwide goal for mental health professionals and government leaders alike. This session will feature three key examples of building wellbeing and resilience at scale, and attempts to realise Martin Seligman’s 2051 vision. The examples come from widely varied and international settings: The US Army, USA; TecMilenio University, Mexico; and South Australia, Australia – the State of Wellbeing.

Participants in the session include Dr Martin Seligman, Brigadier General (ret) Rhonda Cornum MD PhD, Dr Hector Escamilla, and Ms Gabrielle Kelly. These speakers are experts in developing flourishing in large scale cohorts, and will share their unique experiences, challenges, and learnings from their organisations.

Ms Gabrielle Kelly is the Founder and Director of the Wellbeing and Resilience Centre at the South Australian Health and Medical Research Institute (SAHMRI). The Centre was developed to realise South Australia’s bold vision to take a state-wide holistic approach to wellbeing and positive psychology and become the ‘State of Wellbeing’. This vision arose from Dr Martin Seligman’s residency in South Australia from 2012-2013 through the Thinkers in Residence program. South Australia, through the Wellbeing and Resilience Centre is taking a life-course approach to building wellbeing and promoting flourishing in its citizens – working with the education department in over 600 schools and youth agencies, large government and private organisations, transitioning automotive manufacturing workforces, and with aged-care service providers. It has developed a framework to build wellbeing at scale, called the Lead Measure Build Embed model, which will be discussed using examples from a variety of the centre’s current projects.

Brigadier General (ret.) Rhonda Cornum, PhD, MD is an expert at building resilience at scale, having led the Comprehensive Soldier Fitness initiative in the US Army from 2006-2012. This initiative was developed when the Army Chief of Staff realised that the historical model of waiting until a soldier developed symptoms of psychological dysfunction before taking action was not sufficient. With the help of some of the world’s experts in positive psychology, including Martin Seligman, he asked the Army to develop and deploy a training program for improving the overall psychological fitness and resilience of the force. The strategy was to treat psychological fitness in the same way the Army treats physical fitness. That is, 1) develop an assessment to be able to determine a soldier’s baseline level of fitness, and 2) institute a universal training program designed to improve psychological fitness. Then using modern integrated software applications, track each Soldier’s psychological health longitudinally over time, and most importantly, demonstrate that the training provided actually enhanced psychological health. This strategy remains the world’s largest initiative to measure and build resilience at scale. Rhonda Cornum is also the Director of Health Strategy at TechWerks LLC, a United States healthcare IT solutions company, and is an advisor to the Wellbeing and Resilience Centre at SAHMRI.

Dr Hector Escamilla is the President of TecMilenio University, Mexico, and a member of the steering committee of the International Positive Education Network (IPEN). He led a team in a disruptive innovation process to develop a vision to embrace wellbeing for students, faculty, and administrators, based on the science of positive psychology that would prepare people with a purpose in life and competencies to achieve it. TechMilenio University serves 51,000 students across 29 campuses throughout Mexico. Its vision is to prepare people with a purpose in life and competencies to achieve it. Purpose and meaning is the essence of the University. Hector will describe the unique challenges and learnings of TecMilenio’s efforts to promote flourishing in a country-wide university setting.

Dr Martin Seligman has played a critical role in the development of positive psychology, and in the three case studies to be described in this conversation hour session. Martin developed Flourish 2051, a new initiative whereby 51% of the world’s population could be flourishing by positive psychology criteria by the year 2051. Significant effort and investment will be required by institutions such as governments, organisations, schools, communities, universities, and corporations will be required to achieve this goal and build wellbeing at scale.

Chair: Gabrielle Kelly (South Australian Health and Medical Research Institute, Adelaide, Australia)
Chair: Rhonda Cornum (TechWerks LLC, Charlottesville, United States)
Chair: Hector Escamilla (TecMilenio University, Monterrey, Mexico)
Chair: Martin Seligman (University of Pennsylvania, Philadelphia, United States)
Individual Podium Presentations: Culture & Global Issues

Chair: Alia Crum (Stanford, United States)
Chair: Joar Vitterso (University of Tromso, Tromso, Norway)

- **Exploring the Connection between Indigenous Values and VIA Character Strengths through a PERMA-V Experience**
  Lisa Gervais (York University, Toronto, Canada)

- **Voluntary Simplicity, Well-being and Meaning in Life. A Multilingual Empirical Study of 500+ People who Consciously Choose for Simple and Slow Living**
  Hein Zegers (UvH University Utrecht, Utrecht, Netherlands)

- **Gender Equity and Positivity, through the Looking Glass of the Affective Profile Model**
  M. Rocio Hernandez-Pozo (National Autonomous University of Mexico, Estado de Mexico, Mexico)

- **#SorryNotSorry: The Links between Empathy and Moral Disengagement Online and the Potential Moderating Role of Identity**
  Blaire Morgan (University of Birmingham, Birmingham, United Kingdom)

- **Evaluating the Landscape of Positive Psychology in the United States and Canada: The Use of Positive Psychology across Professions**
  Rhea Owens (University of British Columbia, Vancouver, Canada)

- **Accomplishment Needs Time: Why we Should Rethink Performance**
  Michaela Brohm-Badry (University of Trier, Trier, Germany)

- **In Radical Search of Social Change: An Autoethnographic Analysis of Sisu, Social Empowerment and Nonviolence through Action Research in Support of Overcomers of Interpersonal Violence**
  Emilia Lahti (Aalto University, Espoo, Finland)

- **The Effects of Mental versus Embodied Perspective-taking on Prejudice**
  Rémi Thériault (McGill University, Montréal, Canada)

Interest Group Lunch in Exhibit Hall

Sponsored by University of Pennsylvania - Masters of Applied Positive Psychology

Make some high-quality connections and enjoy stimulating discussion over lunch with other World Congress attendees. Graduates of the University of Pennsylvania’s Master of Applied Positive Psychology (MAPP) program will be on hand to make introductions and facilitate conversation around selected topics of interest. There will also be a group facilitated by Leona Brandwene, the Associate Director (and graduate) of Penn’s MAPP program, to answer any questions you may have about the program or her experience as a student 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.
Invited Speaker: Geoffrey Cohen/Creating Turning Points: Targeted, Tailored, and Timely Psychological Intervention

Geoff will review theory and research suggesting that lasting positive change is possible to create through the application of psychological science. However, the causal power of any act of intervention lies not in the content of the act itself but in a confluence: the right person receives the right support at the right time.

Chair: Geoffrey Cohen (Stanford University)

Invited Symposium: Aaron Jarden

What is “wellbeing” from a cross-cultural perspective? More specifically, how is wellbeing conceived of across cultures and contexts? These talks present results that extend conceptual and definitional clarity on what wellbeing is across cultures, and provides a richer understanding of ‘wellbeing’.

Chair: Aaron Jarden (Flinders University and SAHMRI, Adelaide, Australia)

Positive experiential cartography: Mapping wellbeing through the analysis of untranslatable words
Tim Lomas (University of East London, London, United Kingdom)

Cross-cultural conceptions of ‘wellbeing’
Aaron Jarden (Flinders University and SAHMRI, Adelaide, Australia)

Clinical interventions for the promotion of well-being: a cross-cultural approach
Chiara Ruini (University of Bologna, Bologna, Italy)

Above and beyond Perseverance: How the Research and Practical Applications on Finnish Sisu Can Expand our Understanding of Endurance in the Face of Adversity
Emilia Lahti (Aalto University, Espoo, Finland)
Living Well with Less Chronic Pain: Shifting the Lens from Pathology to Resilience

Chronic pain poses a tremendous public health burden, often resulting in poor mental health, lower quality of life, and functional disability. Managing pain represents a significant challenge as traditional interventions such as medication and behavioral therapies are only modestly effective for improving pain outcomes. Given this, efforts to improve pain management are of critical importance. While research has traditionally focused on factors that are associated with vulnerability, pathology, and the maintenance of chronic pain, recent evidence suggests that resilience and positive affect activation play an important role in reducing pain and improving adaptive coping skills. Hence, capitalizing on positive resources and strategies is a promising target for optimizing pain management. This symposium will present new data highlighting the importance of resilience in reducing the burden of chronic pain, and will provide evidence supporting the clinical utility of resilience-oriented interventions targeting positive affect activation in pain treatment.

Dr. Sibille will present data identifying factors associated with resilience and lower biological burden in individuals with chronic pain and discuss strategies to enhance neuroplasticity and positive affect activation in the treatment of chronic pain. Dr. Bartley will review data from four studies reporting on putative biological and psychosocial mechanisms by which positive affect confers adaptive pain functioning, and will also highlight results from a recent randomized clinical trial assessing the efficacy of a hope intervention for persistent orofacial pain. Dr. Hassett will report findings related to predicting resilience in chronic pain and from three clinical trials exploring the efficacy of a positive activity intervention targeting psychological well-being and pain-associated outcomes. The contribution of these findings in terms of future directions for pain management will be discussed.

Chair: Kimberly Sibille (University of Florida, Gainesville, United States)

Harnessing the Power of Resilience: Mechanisms and Approaches that Promote Adaptive Functioning in Chronic Pain
Emily Bartley (University of Florida, Gainesville, United States)

Stepping Off the Beaten Path of Chronic Pain Treatments and Exploring Alternative Targets
Kimberly Sibille (University of Florida, Gainesville, United States)

Positive Affect as a Predictor of Outcome and a Target for Intervention in Chronic Pain
Afton Hassett (University of Michigan Medical School, Ann Arbor, United States)
5th World Congress on Positive Psychology, 
July 13-16, 2017, 
Montreal, Canada

Scientific Programme

1.5 What Type of Feelings Drive Engagement at Work? Investigating the Impact of Local and Organisational Level Emotional Cognitions on Employee Engagement
Nuno Da Camara (University of Southampton, Southampton, United Kingdom)

Roundtable Session: Varied Topics

2.1 Working with Depressive and Anxiety Symptoms: The Positive Influence of Strengths Use on Work Functioning
Sophie Meunier (Université du Québec à Montréal, Montréal, Canada)

2.2 Mind Yourself: Which Facets of Dispositional Mindfulness Are Associated with Self-concordant Goal-setting?
Kaspar Schattke (Université du Québec à Montréal, Montréal, Canada)

2.3 Military Mental Training. A Program Designed to Broaden & Build the Psychological Immune System among Soldiers in the Danish Military
Christian Jensen (Konsulentfirmaet Christian Jensen, Struer, Denmark)

2.4 Speech Acts and Episode Analysis: Towards a Relational Meaning Model in Positive Psychology
Luis Miquel Neto (University of Lisbon Centro for the Administration and Public Policy (CAPP), Estoril, Portugal)

Roundtable Session: Varied Topics

3.1 Personal and Work Projects: How Do They Interact and Are Related to Well-being Outcomes across Time?
Simon Coulombe (Wilfrid Laurier University, Waterloo, Canada)

3.3 What Factors Contribute to Acts of Courage in Workplace Settings?
Jennifer Tuffs (Adler University, Vancouver, Canada)

Roundtable Session: Varied Topics

4.1 Sense of Consistency and Quality of Life in Workers Participating in a Well-being Program
José G. Salazar-Estrada (Universidad de Gudalajara, Ameca, Jalisco, Mexico)

4.2 The Role of Flow-Experience in the Interplay between Unfinished Tasks and Recovery
Corinna Peifer (Ruhr-Universität Bochum, Bochum, Germany)
Understanding Work Life Effectiveness in Practitioners & Non Practitioners of Mindfulness
Ashish Ambasta (Mumbai University, Mumbai, India)

The Resilience Compass: How Mindset, Skills-development, Self-compassion, Service and Community Empower Actors to Bounce Back, Reclaim their Passion and Live their Purpose
Kim Wimmer Totty (University of Pennsylvania, Los Angeles, United States)

We Measure What we Treasure: Assessing Adolescent Virtue with the Character Growth Index
Mark Liston (The Liston Group, Joplin, United States)

Applied Positive Psychology with Farmers
Nathalie Tanguay (Ordre des Agronomes du Québec, Montreal, Canada)

A Comparative Analysis of Stress among Bhutanese and Indian Adolescents from Dysfunctional Family
Tshering Pem (Amity University, Noida, India)

Value, Utility and Needs: Applying Self-determination Theory to the Paradox of Value in Economics
Ib Ravn (Aarhus University, Copenhagen NV, Denmark)

The Life Buoyancy Model: A positive Psychology Framework of Intentional Practice to Strengthen the Impact of Wellbeing Programs and Relationship-based Interventions
Ivan Raymond (South Australian Health and Medical Research Institution, Adelaide, Australia)

Teaching Positive Psychology to Law Students
Lisle Baker (Suffolk University, Boston, United States)

Positive Psychology Predictors of Performance in Academics, Athletics and the Workplace
Angela Mouton (Claremont Graduate University, Claremont, United States)

Towards a Science of Peace, Building the Future of Human Capital
Mihalyi Csikszentmihalyi (Claremont Graduate University, Claremont, United States)
Roundtable Session: Varied Topics

7.1 Pleasant Presence: An Effective Theme in a Group Positive Training for High Functioning Autistic Children
Naghmeh Taghva (Tarbiat Modares University, Tehran, Iran, Islamic Republic of)

7.2 Grit, Job Satisfaction and Beyond: A Theoretical Exploration of Making Physicians “Grittier”, while Increasing Physician Retention in U.S. Healthcare Systems
Lunthita M Duthely (University of Phoenix, Miami, United States)
Louise Underdahl (School of Advanced Studies, University of Phoenix)

7.4 Self-care in the Healthcare Workplace
Airan Yuan (Dalhousie University, Halifax, Canada)

7.5 Happy Nuns, Happy Monks and what we Can Learn from them
Maria Owczarek (Private Practice, Edmonton, Canada)

Roundtable Session: Varied Topics

8.1 Barriers to Overcome Adoption of Positive Organizational Behavior in the Workplace
Michelle Geiman (Franklin University, Columbus, United States)

8.2 Making Good Teams Great: Identifying Critical Member Characteristics of Great Teams
Laurie Desiderato (Bemidji State University, Bemidji, United States)

8.3 Teachers’ Trust and Positive Outcomes at Work: The Mediating Role of Basic Psychological Need Satisfaction
Louise Clément (Université Laval, Québec, Canada)

8.4 The Index of Psychological Well-being at Work: Validation Evidences in Four Countries
Véronique Dagenais-Desmarais (Université de Montréal, Montréal, Canada)

8.5 Companies Serving the Welfare of their Workers and Communities: Venezuelan Experiences
Maria Elena Garassini (Universidad Metropolitana, Caracas, Venezuela)

9.2 Which Job Crafting Dimensions Best Predict Psychological Health at Work?
Jessica Londei-Shortall (Université de Montréal, Montréal, Canada)
Scientific Programme

9.3 The Volunteer Experience: Influences on Work Meaningfulness, Passion and Civic Engagement
Matthew D Deeg (University of Kansas, Lawrence, United States)

9.4 Growth through Reflection: Benefit Finding Enhances Negotiation Resilience
Brianna Caza (University of Manitoba, Winnipeg, Canada)

9.5 Breaking the Cycle: How New Leaders Establish Positive Relationships in the Aftermath of Abusive Supervision
Brianna Caza (University of Manitoba, Winnipeg, Canada)

Other
13:30 - 14:30 Room 519 A/B
Roundtable Session: Varied Topics

10.2 Connecting People and Purpose: Seven Ways High-Trust Organizations Retain Talent
Jessica Rohman (Great Place to Work, San Francisco, United States)

10.3 Building Wellbeing and Resilience across the Vocational Education Sector
Chris McCann (TAFE SA, Adelaide, Australia)

10.4 Development and Validation of the Strategic Performance Audit: A Self-report Measure of the Team Performance Constructs: Teamwork, Engagement, Creating Trust and Proactivity
Steve Jeffs (Strengths Strategy, Dubai, United Arab Emirates)
Harnessing the Positive Deviants! Creating and Supporting Well-being Champions in Schools

‘Positive Education is the application of well-being science in educational settings with the aim of creating flourishing students, staff and whole school communities’ (Green 2014).

Successfully introducing, sustaining and embedding Positive Education in schools requires gaining understanding, buy-in and participation across the school community including leadership, faculty, support staff and parents (Leach & Green, 2015).

Rather than focus on young people this unique and experiential workshop will share practitioner experience in the design, delivery and roll-out of Positive Education programs with leaders, teachers and parents in the International School Sector in SE Asia, China and Europe. Recognising there is no ‘one size fits all’ approach to Positive Education, there will be specific reference to innovative programs at The British International School in Shanghai Puxi, China and The Taipei European School in Taiwan.

Drawing on Positive Organisational Scholarship the workshop will bring to life a change model (Mroz & Quinn, 2009) which has been successfully applied in schools to provide a framework for creating climates for positive and sustainable change. It enables schools to spot ‘positive deviance’ and engage their communities in building the skills of well-being, character and achievement for themselves and ultimately their students and children.

It will also highlight how Coaching psychology is being increasingly applied through the use of evidence-based coaching (Grant, 2003) within Positive Education programs in schools as a complimentary partner to other positive psychology interventions to facilitate on-going change and well-being.

Activities and exercises will include:

- The Well-being & Engagement Framework - Reflection
- Spot the ‘Positive Deviants!’ Exercise
- Mental Toughness Assessment & Strengths-based Approaches - Reflection
- How to Manage Change Successfully - Model
- Building High Quality Connections - Exercise
- Coaching Conversations Introduction and Practice
- Goals, Next steps and Takeaways

The workshop is aimed at:

- Students
- Teachers
- School Leadership
- Coaches
- Positive Psychology Practitioners

Participants will gain:

- A greater understanding of the requirements for well-being and achievement
- A greater understanding of ‘Positive Deviance’ and how to harness it in their community
- A model for successfully facilitating cultural change
- Knowledge of the role of coaching conversations in achieving the above and most importantly, how to have one!
Advancing Positive Approaches to Diversity through Research and Teaching

Positive psychology research and practice has grown considerably over the last two decades. We now have a plethora of scholarship on well-being, happiness, strengths, gratitude, hope, and other positive psychological phenomena (see Donaldson, Dollwet, & Rao, 2015). While much of this research has examined main effects of positive phenomena, the research on contextual and cultural moderators is still nascent. Western perspectives of positive psychological phenomena continue to dominate the mainstream discourse (Kim, Doiron, Warren, & Donaldson, under review), and discussions of how positive psychological phenomena are relevant to marginalized populations remain understudied (Rao & Donaldson, 2015). However, a few scholars have been making important efforts in research, scholarship, and teaching to attend to this gap.

This symposium brings together scholars who have been making major efforts in addressing this gap by bringing diversity into focus in positive psychology, engaging students in a culturally sensitive approach to positive psychology, advancing positive approaches to engaging diversity in organizations, and taking positive psychology publishing into new cultural terrains. Each of these presentations represents a very different, yet important facet of bridging positive psychology and diversity in academe. Stewart I. Donaldson, the symposium chair will open the session, setting the context for bridging diversity and positive psychology. The first speaker, Meg Warren, will focus on the state of the field of positive psychology, and the extent to which issues of diversity are currently addressed. She will share insights from three integrative reviews of positive psychology research that examined the treatment of gender, race and ethnicity in positive psychology, positive psychology in the Middle East (a growing yet understudied region in positive psychology), and the international landscape of positive psychology. Accordingly, she will discuss some of the current trends, challenges, and opportunities for diversity research within positive psychology. Next, Jennifer Pedrotti, a prominent scholar, distinguished teacher, and one of the key voices in the field in bringing a culturally sensitive approach to positive psychology will discuss how positive psychology and issues of diversity can be taught effectively in the classroom. She will share her insights from her positive psychology course that leveraged a campus-wide campaign to celebrate and reinforce strengths of underrepresented students, thereby actively engaging students in a culturally sensitive approach to positive psychology.

Finally, Louise Lambert, editor of the Middle East Journal of Positive Psychology, will share her reflections on the need for systematic positive psychology research and publishing in a largely ignored region in positive psychology - the Middle East, and opportunities in the Middle East that make this region ripe for positive psychology explorations. Stewart Donaldson, will serve as discussant and facilitate audience questions and discussion.

References:

Chair: Meghana Warren (Claremont Graduate University, Claremont, United States)
Chair: Stewart Donaldson (Claremont Graduate University, Claremont, United States)

Examining Diversity Trends, Challenges and Opportunities in Positive Psychology: Insights from Three Integrative Reviews
Meghana Warren (Claremont Graduate University, Claremont, United States)

#I am Cal Poly and I Have Strengths Too: A Classroom Exercise
Celebrating the Strengths of Underrepresented Students
Jennifer Teramoto Pedrotti (California Polytechnic State University, San Luis Obispo, United States)

Advancing Positive Approaches to Diversity through Research and Teaching
Louise Lambert (Independent, Dubai, United Arab Emirates)
Popularizing Positive Psychology for a Massive Audience: Why Bother, What Works, and What to Avoid

As positive psychology research has flourished over the past two decades, so have efforts to share its key findings with the wider world. These efforts have included some traditional methods for disseminating scientific findings, such as books and public lectures, as well as blogs, magazines, and several Massive Open Online Courses (MOOCs) that have reached hundreds of thousands of students around the globe.

This Conversation Hour will explore the successes, challenges, risks, and opportunities of popularizing positive psychology on such a massive scale. What are the goals of bringing positive psychology into mainstream culture—and what methods have been most successful at achieving those goals to date? What lessons can we learn from some of the greatest successes—and setbacks—so far? How can we mitigate the risk of “dumbing down” or oversimplifying scientific findings in the process of translating them for popular audiences? And what potential—and potential pitfalls—do MOOCs in particular offer for “scaling up” the teaching of positive psychology without sacrificing quality or impact?

The conversation will analyze big trends in journalism, education, and technology while also zeroing in on specific tips for writing about and teaching positive psychology. The participants will discuss some of their own strategies and lessons learned for making the research feel practical to non-academics—without compromising its integrity.

It will feature the wisdom of Barbara L. Fredrickson and Martin E.P. Seligman, both of whom have not only been pioneering positive psychology researchers but also very popular authors, speakers, and teachers. They will be joined by Jason Marsh and Emiliana Simon-Thomas of UC Berkeley’s Greater Good Science Center, whose Greater Good online magazine reaches millions of readers and whose “Science of Happiness” MOOC has enrolled 400,000 students. Together, their conversation will appeal to anyone else who wants to unlock the potential benefits of positive psychology for wide audiences.

Chair: Martin Seligman (University of Pennsylvania, Philadelphia, United States)
Chair: Jason Marsh (University of California, Berkeley, United States)
Chair: Emiliana Simon-Thomas (University of California, Berkeley, United States)
Chair: Barbara Fredrickson (University of North Carolina at Chapel Hill, Chapel Hill, United States)
Scientific Programme

Crisis in Measurement of Psychosocial Well-being: Insensitivity - Reasons, Implications and the Way Forward
Lusilda Schutte (North-West University, Potchefstroom, South Africa)

Wellbeing and Collaboration: The Role of Emotions in the Collaborative Problem Solving Performance of Adolescents
Jesus Camacho (University of Melbourne, Melbourne, Australia)

Using Positive Interventions to Raise Well-being and Resilience in Unemployed People
Rosie Miller (Buckinghamshire New University, High Wycombe, United Kingdom)

Other
14:30 - 15:30
Exhibit Hall

Poster Session A in Exhibit Hall (Posters #100-299)

Break sponsored by Happy Brain Science
How about a chance to PLAY with fellow positive psychology experts and hear how they would solve common organizational challenges? During this break, you'll have the chance to play Choose Happiness @ Work, a game and facilitation tool from Happy Brain Science grounded in research. In small groups, you'll choose science-based solutions to common work problems. In the process, you'll learn how your fellow players think, and how they apply the science. This just might be the most fun and informative networking you enjoy all congress!

100 Building Mutual Trust through Positive Altruistic Leadership
Lisa Miller (American Military University, Worthington, United States)

101 Reflecting on Grit: The Physiological Markers of Self-consciousness and a Gritty Personality
Robert Henry (Hope College, Holland, United States)

102 Parental Warmth during Childhood as a Protective Factor for Adolescent Borderline Personality Disorder Symptoms
Jessie-Ann Armour (Université de Montréal, Montréal, Canada)

104 Efficacy of a Brief Mindfulness-based Intervention for Anxiety Reduction: A Two-phase Pilot Study
Stephanie Beck (University of Wisconsin-Eau Claire, Eau Claire, United States)

105 The Effect of a Strengths Based Therapeutic Model Combined with Strengths Based Coaching in a Complex Needs Clinical Setting
Kelly daCosta (University of Wollongong, Sydney, Australia)

106 The Flow of Strength Enhancing Conversations: A Case Study of an Australian Non-Government Organisation
Kelly daCosta (University of Wollongong, Sydney, Australia)

108 Long-term Effects of Positive Intervention in Breast Cancer Patients
Hiroko Horike (Tohoku Gakuin University, Sendai, Japan)

Hsiu-Ling Lin (National Taiwan Normal University, Taipei City, Taiwan, Republic of China)
Scientific Programme

111  Childhood Trauma as Antecedent of Lower Hope Mediated by PTSD and Anxiety among Homeless Individuals  
Ricky T Munoz (University of Oklahoma, Tulsa, United States)

112  Locus of Hope: Hope in Parents/Guardians as a Antecedent of Dispositional Hope and Life Satisfaction among Adolescents  
Ricky T Munoz (University of Oklahoma, Tulsa, United States)

113  Self-control as an Antecedent of Resilience Mediated by Hope among Adolescents  
Ricky T Munoz (University of Oklahoma, Tulsa, United States)

114  Understanding the Association between Self-esteem and Eating Disturbances in Female College Students: Which Aspects of Self-worth Are Involved?  
Alexandria S.-M. Najarian (University of Michigan, Ann Arbor, United States)

115  Academic Motivation and Basic Psychological Needs as Predictors of Psychological Adjustment in a College Student Sample  
Alexandria S.-M. Najarian (University of Michigan, Ann Arbor, United States)

116  Spirituality, Religiosity and Psychological Adjustment among HIV-positive Indian Adults: Is Stress-related Growth an Important Mediator?  
Alexandria S.-M. Najarian (University of Michigan, Ann Arbor, United States)

117  The Effects of Empirically Derived Patterns of Intimate Partner Violence and Stressful Life Events on Resilience and Social Support  
Laura Schwartz (University of Memphis, Memphis, United States)

118  How Do you Satisfy Psychological Needs When you Suffer from Social Anxiety Disorder? An Experience-sampling Approach  
John West (George Mason University, Fairfax, United States)

119  Alcohol Use and Drug Use among Female College Students: Is There Evidence for an Interaction Model of Suicide Risk?  
Kaitlin M. Wright (University of Michigan, Ann Arbor, United States)

120  Testing a Two-Hit Model of Depression and Anxiety in Suicide Risk among Female College Students  
Kaitlin M. Wright (University of Michigan, Ann Arbor, United States)

121  Learned Happiness. Can a Training in Applied Positive Psychology Increase Participants’ Flourishing and Decrease Ill-being, Compared to Participants of a Coaching Training?  
Daniela Blickhan (Freie Universitaet Berlin, Berlin, Germany)

122  Examining Sources of Life Satisfaction in Easterners and Westerners: Is There Any Evidence for Cultural Differences?  
Kaitlin M. Wright (University of Michigan, Ann Arbor, United States)

123  Dealing with Stress and Learning How to Flourish. A Preventative Course for the General Public, Funded by German Health Insurers  
Daniela Blickhan (Freie Universitaet Berlin, Berlin, Germany)

124  Cohort Study: The Effect of a Pseudo-serendipitous Attitude Training on Satisfaction with Life and Employability among Young French NEETs  
Auguste Dumouilla (Université Paris Descartes, Paris, France)
<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Presenter and Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>125</td>
<td>Walking the Talk: Are Professional Coaches’ Beliefs, Theories and Actions Aligned with Principles and Practices of Positive Psychology?</td>
<td>Jim Gavin (Concordia University, Montreal, Canada)</td>
</tr>
<tr>
<td>126</td>
<td>Coaching Flow: A Training and Assessment Model for Educators, Mentors and Leaders</td>
<td>Deanne Gute (University of Northern Iowa, Cedar Falls, United States)</td>
</tr>
<tr>
<td>127</td>
<td>Athletic Identity as a Predictor of Sport Orientation in Collegiate Athletes: On the Centrality of Athletic Competence</td>
<td>Gianna M.-B. Hill (University of Michigan, Ann Arbor, Ann Arbor, United States)</td>
</tr>
<tr>
<td>128</td>
<td>Evidence for the Role of Sexual Assault Victimization and Negative Life Events as Predictors of Suicide Risk: Examining a Vulnerability Model in Female College Students</td>
<td>Gianna M.-B. Hill (University of Michigan, Ann Arbor, Ann Arbor, United States)</td>
</tr>
<tr>
<td>129</td>
<td>Psychotherapy and Coaching - Dividing Line</td>
<td>Pavlína Honsová (University of Economics, Prague, Prague, Czech Republic)</td>
</tr>
<tr>
<td>130</td>
<td>P.A.T.H.: An Innovative Approach to Fostering Hopeful Thinking</td>
<td>Tiffany Miner (University of New Mexico, Albuquerque, United States)</td>
</tr>
<tr>
<td>131</td>
<td>Using Positivity Poetry as a Coaching tool in the Workplace</td>
<td>Kristi Morrish (Washington State Department of Labor &amp; Industries, Tumwater, United States)</td>
</tr>
<tr>
<td>132</td>
<td>How-to Parenting Program: Does Parental self-efficacy Moderate the Program Response?</td>
<td>Chantal Paquin (Université du Québec à Montréal, Montréal, Canada)</td>
</tr>
<tr>
<td>133</td>
<td>Applications of Positive Psychology to the Field of Rehabilitation Counseling</td>
<td>Paola Premuda-Conti (Troy University, Dothan, United States)</td>
</tr>
<tr>
<td>134</td>
<td>The Impacts and Transformative Experiences of Solution-focused Coaching: Clients’ and Clinicians’ Perspectives</td>
<td>Michelle Servais (Thames Valley Children’s Centre, London, Canada)</td>
</tr>
<tr>
<td>135</td>
<td>Migration to a Happier Life the Acculturation Strategy as a Predicator of Satisfaction with Life, Resiliency &amp; Depressive Symptom of Iranian Immigrants in Canada</td>
<td>Omid Alaei (Happy Change, Thornhill, Canada)</td>
</tr>
<tr>
<td>136</td>
<td>Predictors of Stress-related Growth among Transgender Women</td>
<td>Nadav Antebi-Gruszka (City College of New York, New York, United States)</td>
</tr>
<tr>
<td>137</td>
<td>Character Strengths Mediate the Relationship between Discrimination and Well-being among Lesbian, Gay, and Bisexual Individuals</td>
<td>Nadav Antebi-Gruszka (City College of New York, New York, United States)</td>
</tr>
<tr>
<td>138</td>
<td>Examining the Relationship Between Loneliness and Suicide Risk in Hungarian College Students: Is Family Support as a Moderator?</td>
<td>Casey Norbert-Harrison Batterbee (University of Michigan, Ann Arbor, United States)</td>
</tr>
</tbody>
</table>
Scientific Programme

139 **Relationship between Interpersonal Violence Victimization and Suicide Risk in Indian College Students: Does Prior Exposure to Interpersonal Violence Also Matter?**
Casey Norbert-Harrison Batterbee (University of Michigan, Ann Arbor, United States)

140 **Personal and Family Growth Initiative: What Predicts Study Habits in Easterners and Westerners?**
Casey Norbert-Harrison Batterbee (University of Michigan, Ann Arbor, United States)

141 **Passion and Cultural Integration: A Look at the Mediating Role of the Quality of Interpersonal Relationships**
Léa Bragoli-Barzan (Université du Québec à Montréal, Laboratoire de Recherche sur le Comportement Social, Montréal, Canada)

142 **I am a Ghost: Understanding the Plight of the Indigenous Male in Modern Society and Impacting Cultural Identity Development through Early Culture Based Programs**
Steven Kies (Woosong University, Daejeon, Korea, Republic of)

143 **Passion toward Environmentalism: Changing People's Passion for a Cause Can Reduce Violent Extremism**
Noëmie Nociti (Université du Québec à Montréal, Montreal, Canada)

144 **Cross-cultural Adaptation and Validation of the Five Facets Mindfulness Questionnaire (FFMQ) and the Philadelphia Mindfulness Scale (PMS) in Undergraduate Mexican Students**
Aida Joselyn Olvera Ruvalcaba (National Autonomous University of Mexico, Mexico City, Mexico)

145 **Making Waves by Creating Ripples of Hope at IPPA 2017 - A Tribute to Shane Lopez**
Marcia Ryan (Wellbeing Works, Sandringham, Australia)

146 **Understanding the Diffusion of Social Innovation: A Positive Approach**
Rachel Taylor (Swinburne University, Hawthorn, Australia)

149 **Gaming to Thrive: A Theory of Change for How Video Games Can Foster Teens’ Practice of Positive Psychology and Social and Emotional Skills**
Michelle Bertoli (Centerstone Research Institute, Nashville, United States)

150 **Recipients of Kindness: To Whom Are Adolescents Kind?**
John-Tyler Binfet (University of British Columbia, Kelowna, Canada)

153 **Selling Positive Education: Examining Efforts from a Marketing Perspective**
Rebecca Delgado (University of Central Florida, Orlando, United States)

154 **Revealing Influence of Subjective Well-Being and Social Support on Attitudes towards Substance Use in Rural Teens**
Lyudmyla Tsykalova (Clemson University, Clemson, United States)

155 **Bridging the Gap between Research and Practice: Accessing Student and Teacher Knowledge through Rich Picture Mapping, to Co-create a Brief Positive Psychology Intervention**
Jacqueline Francis (The University of Melbourne, Melbourne, Australia)
Scientific Programme

156 MAPP of Australia: Innovation in Education for Wellbeing
Judy Hilton (University of Melbourne, Melbourne, Australia)

161 Crucial Non-monetary Benefits of a College Education: The Impact of Developing Life Purpose on Well-being and Life Success
Jandi Kelly (University of Michigan, Ann Arbor, United States)

164 Are Hong Kong Students Happy in the School? An Investigation of Perceived Social Support, Hope and Self-efficacy as Predictors
Sze Ching Cici Lam (The Education University of Hong Kong, Tai Po, Hong Kong)

165 Positive Psychology Workshop for Emerging Adults
Lena Lisitskaya (Harvard University, Cambridge, United States)

166 Does Training the Parents to Enhance Art-of-Living Also Have an Effect on their Children?
Jessica Lang (Technical University of Darmstadt, Darmstadt, Germany)

167 Best Practices and Resources for Secondary School Character Development
Mark Liston (The Liston Group, Joplin, United States)

169 The Effects of Positive Education into the Freshmen Classes at Tertiary Education in Japan: Towards a New Systematic Approach to Enhancing the University Students’ Wellbeing
Kaori Matsumoto (Kanazawa Institute of Technology, Nonoichi, Japan)

172 The Effect of Penn Resilience Program on Resilience and Flourishing of Students 10-13 in Isfahan
Alireza Memarian (Azad University of Isfahan, Isfahan, Iran, Islamic Republic of)

176 Positive Education: Can Positive Psychology Tools Enhance University Students’ Motivation to Take Action on behalf of Diversity?
CATHERINE Riordan (Western Washington University, Bellingham, United States)

177 The Importance of Gratitude as a Positive Psychology Intervention with Young Children within a School Environment
Frederika Roberts (RWS | Resilience Wellbeing Success, Leeds, United Kingdom)

178 What Makes them “Tick”? A Mixed-method Exploration of Educators’ Inner Motivation and Meaning
Pninit Russo-Netzer (University of Haifa, Haifa, Israel)

179 Grit and Psychological Well-being of International Students in the Philippines
Felissee Marianne San Juan (University of Santo Tomas, Manila, Philippines)

180 Please See Me! Using the Body to Access and Heal the Mind. A Relational Path to Positive Psychological Health
Courtney Schnacke Sasse (University of Tennessee Health Science Center, College of Health Professions, Memphis, United States)

181 A Midwife for End of Life: Exploring the Role of a Death Doula and Application of PERMA Principles Toward Improved Quality and Sacred Dying
Courtney Schnacke Sasse (University of Tennessee Health Science Center, College of Health Professions, Memphis, United States)
Integrating Mindfulness Practices in Schools: Reinforcing Social and Learning Skills in Primary School Children
Rébecca Shankland (Université Grenoble Alpes, Grenoble, France)

'Learners' versus 'Consumers': Exploring the Impact of Educational Identity on HE Students' Learning and Well-being
Stefanie Joy Sonnenberg (University of Portsmouth, Portsmouth, United Kingdom)

Life Proficiency on the School Curriculum
Louise Tidmand (Aarhus University, Denmark, Copenhagen NV, Denmark)

Positive Psychology - An Impact Study of Working with Well-being, Self-perception and Optimism in the Danish Folkeskole
Louise Tidmand (Aarhus University, Denmark, Copenhagen NV, Denmark)

Peer Mentoring and Positive Psychology in High Education: Talent Development, Employability and Wellbeing at the University
Belén Varela Romero (A Coruña University, A Coruña, Spain)

Character Strength Intervention for Children with Special Needs
Kaisa Vuorinen (University of Helsinki, Espoo, Finland)

The Effects of Positive Interventions on the Mental Health of School-aged Children
Stephanie Wietrzychowski (Nova Southeastern University, Plantation, United States)

Perceptions of Psychological Wellbeing in UK Law Academics: How They Understand their Own and their Students Psychological Wellbeing
Janet Clare Wilson (Portsmouth University, Portsmouth, United Kingdom)

The Mediating Role of Positive Affect in the Relationship between Invalidating Responses and Problem-solving
Jennifer Cheavens (The Ohio State University, Columbus, United States)

Touch and Move: Valence Judgements of Affective Pictures Are Influenced by Interactive Upward and Downward Arm Movements
Susana Ruiz Fernandez (Leibniz Knowledge Media Research Center, Tuebingen, Germany)

Cognitions of Emotions: The Role of Cognitive Appraisal in the Relationship between Positivity Ratio and Flourishing
Ketaki Diwan (Fergusson College, Pune, India)

The Effects of Affect Type and Gender in the Recall of Affective Experience
Lisa Gray-Shellberg (California State University, Dominguez Hills, Carson, United States)

You Had Mail: A Comparison of Reflecting on Positive and Negative Emails
Caitlin Kopperson (University of British Columbia, Vancouver, Canada)

Narrative Transportation as a Mediator of Media-induced Elevation: Engaging with Portrayals of Moral Beauty
Caleb Mitchell (Claremont Graduate University, Claremont, United States)
200 Purpose in Life among Low- and Middle-income Adolescents: A Mixed-methods Approach
Caleb Mitchell (Claremont Graduate University, Claremont, United States)

201 How Self-compassion and Other-compassion Interact to Predict Positive Affect Tuning in Response to Mortality Salience
Young Chin Park (University of Vermont, Burlington, United States)

202 The Positive Impact of Gratitude on Intergroup Relations
Stephanie Rambaud (Paris Descartes, Paris, France)

203 The Pleasure of Making a Difference: Perceived Social Contribution Explains the Relation between Extraverted Behavior and Positive Affect
Jessie Sun (University of California, Davis, Davis, United States)

204 Individual Differences in Trait Anhedonia is Associated with Positive Empathy
Zinat Taiwo (Georgia State University, Atlanta, United States)

205 The Desire to Convey Emotions during a Musical Performance Partially Mediates the Association between Passion and Well-being among Expert-level Musicians
Daniel Lalande (Université du Québec à Chicoutimi, Chicoutimi, Canada)

206 Exploring the Possibilities of "Wealth of Emotional Experience" as an Effective Social Skill Intervention
Kaori Uno (University of Tsukuba, Tsukuba, Japan)

207 The Effect of Relational Factor on Boosting Positive Psychological Capital in a Collective Society
Kaori Uno (University of Tsukuba, Tsukuba, Japan)

208 Do Gaze Patterns towards Happy or Sad Faces Affect Emotional Response when Anticipating Positive or Negative Outcomes? A Study of Experienced vs Novice Meditators
Carmelo Vazquez (Complutense University, Madrid, Spain)

209 aThe Relationships among Trait Gratitude, Trait Indebtedness And Regulatory Focus in Japan
Yuka Yoshino (University of Tsukuba, Tsukuba, Japan)

211 Parental Stress as Predictor of Childhood Obesity in Children in Delhi, NCR
Kavita Bhatnagar (Amity University, Noida, India)

212 Ego-depletion among Adults with Type 2 Diabetes: Motivation toward Physical Activity, Stress and Related Symptoms
Alexandre Castonguay (Université du Québec à Trois-Rivières, Trois-Rivières, Canada)

213 Sex Differences in the Association between Countries´ Smoking Prevalence and Happiness Ratings
Jeremy Drehmer (Massachusetts General Hospital, Boston, United States)

215 Mental Recovery from Social Adversities: Comparison among Three Adversities
Kazuya Horike (Toyo University, Tokyo, Japan)
Scientific Programme

216 The Experience of Flourishing of Patients with Hematological Malignancies Undergoing Hematopoietic Stem Cell Transplantation
Tzyy Jen Huang (Taipei Veterans General Hospital, Taipei, Taiwan, Republic of China)

220 The Relationship between Adults’ Exercise Motivation, Participation Level in Leisure-time Physical Activity and Mood State
Paule Miquelon (Université du Québec à Trois-Rivières, Trois-Rivières, Canada)

222 Sense of Hope Scale of Children with Chronic Illness: Development and Validation
Pei-Fan Mu (National Yang-Ming University, Taipei, Taiwan, Republic of China)

223 Introducing the Work-life Balance Scale, Psychometric Properties, Benchmarking Data and Future Directions
J. Bryan Sexton (Duke Patient Safety Center, Durham, United States)

224 Coping Strategies of Hospitalized Children Parents in an University Hospital of the South of Brazil
Doralúcia Silva (Universidade Federal do Rio Grande do Sul, Porto Alegre, Brazil)

225 Pain Management for Elders is a Important Issue Associated with Health, Quality of Life in Modern Society
Kyo Lin Sim (Ajou University, Suwon, Korea, Republic of)

227 Resilience Mediated the Association between Fate Control and Well-being in Chinese Rural People Living with HIV
Nancy Xiaonan Yu (City University of Hong Kong, Hong Kong, China)

229 Self-control and Decision Making in Wiser Individuals
Nikan Eghbali (York University, Toronto, Canada)

230 Better and Better from the Past to the Future: Self-improvement Effects in Temporal Comparison of Personality
Joanna Gutral (SWPS University of Social Sciences and Humanities, Warsaw, Poland)

231 Life Goals and their Relation to Psychological Well-being in Two Canadian Samples of Emerging Adults
Suzanne Hood (Bishop's University, Sherbrooke, Canada)

232 Psychological and Health-related Aspects of Positive Lifespan Development

233 Predictors of Early Community Involvement: Advancing the Self and Caring for Others
Heather Lawford (Bishop's University, Sherbrooke, Canada)

234 Doing for Others: Youth’s Contributing Behaviors and Psychological Engagement in Youth-adult Partnerships
Heather Lawford (Bishop's University, Sherbrooke, Canada)
<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>235</td>
<td>Discovering Early Experiences that Correlate to an Empowered and</td>
<td>AnaMaria Rivera (Insight University, Santa Fe, United States)</td>
</tr>
<tr>
<td></td>
<td>Flourishing Adulthood</td>
<td></td>
</tr>
<tr>
<td>237</td>
<td>The Dose-response Effect of Positive Rounding in Healthcare Work</td>
<td>Kathryn Adair (Duke University, Raleigh, United States)</td>
</tr>
<tr>
<td></td>
<td>Settings: Associations with Healthcare Worker Burnout, Burnout</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Climate, and Work-life Balance</td>
<td></td>
</tr>
<tr>
<td>238</td>
<td>A Brief Measure of Positive Reflections at Work: Validity, Benchmarking</td>
<td>Kathryn Adair (Duke University, Raleigh, United States)</td>
</tr>
<tr>
<td></td>
<td>and Associations with Well Being, Safety and Teamwork Norms</td>
<td></td>
</tr>
<tr>
<td>239</td>
<td>Brief Exposure to Resilience Rounds by Healthcare Workers:</td>
<td>Kathryn Adair (Duke University, Raleigh, United States)</td>
</tr>
<tr>
<td></td>
<td>Associations with Healthcare Worker Burnout, Work-life Balance and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychological Safety</td>
<td></td>
</tr>
<tr>
<td>241</td>
<td>Put That Phone Away! What Mindful Use of Technology Can Do for your</td>
<td>Dora Agali (Boston University, Boston, United States)</td>
</tr>
<tr>
<td></td>
<td>Relationships, Wellbeing and Productivity</td>
<td></td>
</tr>
<tr>
<td>242</td>
<td>Signature Strengths of Lesbian, Gay, and Bisexual Individuals</td>
<td>Nadav Antebi-Gruszka (City College of New York, New York, United States)</td>
</tr>
<tr>
<td>243</td>
<td>What Doesn't Kill You Makes You Stronger - Sometimes: The Unique</td>
<td>Nadav Antebi-Gruszka (City College of New York, New York, United States)</td>
</tr>
<tr>
<td></td>
<td>Relationship between Discrimination and Character Strengths in Lesbian,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gay, and Bisexual Individuals</td>
<td></td>
</tr>
<tr>
<td>244</td>
<td>Mediators of the Relationship between Discrimination and Character</td>
<td>Nadav Antebi-Gruszka (City College of New York, New York, United States)</td>
</tr>
<tr>
<td></td>
<td>Strengths in Lesbian, Gay, and Bisexual Individuals</td>
<td></td>
</tr>
<tr>
<td>245</td>
<td>Understanding How Negative Life Events Are Linked to Suicidal Risk</td>
<td>Casey Norbert-Harrison Batterbee (University of Michigan, Ann Arbor,</td>
</tr>
<tr>
<td></td>
<td>in College Students: Loss of Self-compassion as a Mediator</td>
<td>United States)</td>
</tr>
<tr>
<td>246</td>
<td>Loneliness and Suicidal Risk in Young Adults: Does Believing in a</td>
<td>Casey Norbert-Harrison Batterbee (University of Michigan, Ann Arbor,</td>
</tr>
<tr>
<td></td>
<td>Changeable Future Help Lower Suicidal Risk among the Lonely?</td>
<td>United States)</td>
</tr>
<tr>
<td>247</td>
<td>What Affects Ratings of the Moral Value, Desirability, and Elevating</td>
<td>Alexandra Blickhan (Anglia Ruskin University, Cambridge, United Kingdom)</td>
</tr>
<tr>
<td></td>
<td>Effect of Character Strengths? Effects of Demographic Variables,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Differences between Strengths and Identification</td>
<td></td>
</tr>
<tr>
<td>248</td>
<td>Helping People See the Good in Other People: Elevation Cards Make</td>
<td>Alexandra Blickhan (Anglia Ruskin University, Cambridge, United Kingdom)</td>
</tr>
<tr>
<td></td>
<td>Character Strengths Shareable and Social</td>
<td></td>
</tr>
<tr>
<td>249</td>
<td>A Cross-cultural Study of Mental Health and Wellbeing: Happy Men and</td>
<td>Julia Brailovskaia (Ruhr-Universität Bochum, Bochum, Germany)</td>
</tr>
<tr>
<td></td>
<td>Women Migrate to Russia and to the USA?</td>
<td></td>
</tr>
<tr>
<td>250</td>
<td>Shedding Light on Wellbeing: How to Increase Life Satisfaction?</td>
<td>Julia Brailovskaia (Ruhr-Universität Bochum, Bochum, Germany)</td>
</tr>
</tbody>
</table>
Scientific Programme

251 Traffic Psychology: Contributions of Positive Psychology Characteristics in the Drivers’ License Process in Brazil
Claudia Hofheinz Giacomoni (Universidade Federal do Rio Grande do Sul, Porto Alegre, Brazil)

252 Grit: Translation, Adaptation and Validity Evidence of the Grit Scale to Brazilian Portuguese
Claudia Hofheinz Giacomoni (Universidade Federal do Rio Grande do Sul, Porto Alegre, Brazil)

253 Comparing Sexual Assault Victimization and Negative Life Events as Predictors of Trauma-related Symptoms in Female College Students: Is One More Adverse than the Other?
Gianna M.-B. Hill (University of Michigan, Ann Arbor, Ann Arbor, United States)

254 Negative Life Events and Sexual Assault Victimization: Examining Subjective Well-being in Female College Students
Gianna M.-B. Hill (University of Michigan, Ann Arbor, Ann Arbor, United States)

255 MAPP of Australia: Wellbeing Applications in an Australian Context
Judy Hilton (University of Melbourne, Melbourne, Australia)

256 MAPP of Australia: Wellbeing Investigations in Australian Organisations
Judy Hilton (University of Melbourne, Melbourne, Australia)

257 If you Want to Be Happy it Doesn’t Matter what we Ask you to Do
Paula Loveday (University of the Sunshine Coast, Sippy Downs, Australia)

258 Could Flow and Nostalgia Be Powering Pokémon GO?
Paula Loveday (University of the Sunshine Coast, Sippy Downs, Australia)

259 Fostering Gratitude and Purpose among Adolescents: Results on a New Curriculum
Susan Mangan (Claremont Graduate University, Claremont, United States)

260 What Is the Best Way to Administer Best Possible Selves?: Activity Frequency and Goal Completion in Emerging Adults
Susan Mangan (Claremont Graduate University, Claremont, United States)

261 Testing the Model for the Development of Passion for Activities
Derrick Mclean (Claremont Graduate University, Claremont, United States)

262 Everyday Excellence: A Phenomenological Exploration of Excellence in Athletics
Derrick Mclean (Claremont Graduate University, Claremont, United States)

Emotions
15:30 - 16:30
Room 517D

Invited Speaker: Robert Vallerand
New Developments on a Theory of Passion

Robert J Vallerand (Université du Québec à Montréal, Laboratoire de Recherche sur le Comportement Social, Montréal, Canada)

Wellbeing
15:30 - 16:30
Room 520 A/B/C

Invited Speaker: Acacia Parks
Leveraging Technology to Improve the Well-Being of the World

Dr. Parks will talk about cutting-edge work using technology to improve well-being on a large scale in workplaces, at schools, and in the general public. She will also discuss implications of this research for preventing and treating mental disorders, as well as chronic physical health conditions.

Chair: Acacia Parks (Hiram College, Hiram, United States)

Health
15:30 - 16:30
Room 520 D/E/F

Strengthening the Doctor-patient Relationship and Improving Health Outcomes through Positive Psychology

How can we use positive psychology to help physicians strengthen relationships with their patients to improve health outcomes? This symposium focuses on emerging psychological research that helps us understand: 1) physician beliefs about the role of the patient-provider relationship in healthcare, and consequences of these beliefs, 2) how physicians can non-deceptively change and leverage patient mindsets to improve health outcomes, 3) how physician warmth and competence can boost patient expectations and lead to physiological health outcomes and 4) physician self-disclosure as a tool that can be used to strengthen the connection between physician and patient, particularly for stigmatized patients. Together, this body of studies suggests that positive psychology has a role to play in understanding how physicians and other healthcare providers can more effectively leverage psychological aspects of the clinical encounter to improve the patient-provider relationship and thereby increase patient satisfaction and improve health outcomes.

Chair: Kari Leibowitz (Stanford University, Palo Alto, United States)

The Role of Psycho-social Qualities in Healthcare: Physician Perspectives
Kari Leibowitz (Stanford University, Palo Alto, United States)

Harnessing the Placebo Effect by Instilling Meta-mindsets
Erik Santoro (Stanford University, Stanford, United States)

Do Unhealthy Patients Respond More Positively to Unhealthy Doctors?
Emerson Hardebeck (Stanford University, Stanford, United States)

Positive Relationships Strengthen the Impact of Expectations on Patient Treatment Outcomes
Lauren Howe (Stanford University, Stanford, United States)
1.1 The Nomological Network and Predictive Utility of the Perceived Hope Scale in Comparison to the Adult Dispositional Hope Scale
Andreas Krafft (University of St. Gallen, Wittenbach (SG), Switzerland)

1.2 Hope, Perceive Ability and Goals Orientations
Charles Martin-Krumm (Institut de Recherche Biomédicale des Armées (IRBA) - Brétigny, Rennes, France)

1.3 The Role of Perceived Hope and Dispositional Hope in life Satisfaction across Cultures: Comparison of Czech and Indian Samples
Alena Slezackova (Masaryk University, Faculty of Arts, Brno, Czech Republic)

1.4 The Role of Life Values in Subjective Well-being in University Students Across Cultures: Comparison of Czech, South African, and Maltese Samples
Alena Slezackova (Masaryk University, Faculty of Arts, Brno, Czech Republic)

1.5 An Integrated Model of the Eudaimonic-hedonic Distinction, Factor Analytic Evidence for the Distinction, and the Role of Eudaimonia in Moderating the Well-being Associated with Parenting
Veronika Huta (University of Ottawa, Ottawa, Canada)
Scientific Programme

3.2 The Effectiveness of a Classroom-based Hope Intervention on the Well-being, Learning Strategies and Academic Motivation of Academically At-risk Students in Singapore
Imelda Caleon (National Institute of Education, Nanyang Technological University, Singapore, Singapore)

3.5 The AREA Method: Turning Good Ideas into Great Thinking

Wellbeing
15:30 - 16:30 Room 519 A/B

Roundtable Session: Wellbeing

4.1 The Peaceful Triad: Character Strengths Acting as a Shield against School Bullying
Jolanta Burke (University of East London, London, United Kingdom)

4.2 Role of Character Strengths in Coping, Adjustment and Subjective Wellbeing: A Longitudinal Analysis
Affifa Anjum (University of the Punjab, Lahore, Pakistan)

4.3 Character Strengths and Wellbeing of Others: Exploring the Role of Character Strengths in Predicting Antisocial and Prosocial Behaviors in Young Adults
Affifa Anjum (University of the Punjab, Lahore, Pakistan)

4.4 Religion and Spirituality: An Examination into Character Strengths and Resilience
Christine Agaibi (The University of Akron, Sickerliver, United States)

4.5 Importance Assessments of the 24 Strengths, with Special Attention to Religiousness and Spirituality
Frederick Brown (The Pennsylvania State University, University Park, United States)

Wellbeing
15:30 - 16:30 Room 519 A/B

Roundtable Session: Wellbeing

5.2 An Empirical Test of Coloring as an Intervention to Decrease Anxiety and Increase Perseverance
Judy Eaton (Wilfrid Laurier University, Brantford, Canada)

5.3 Development and Initial Evaluation of a New Model of Ways to Generate Life Excitement
John Malouff (University of New England, Armidale, Australia)

5.4 The Pursuit of Unhappiness: Exploring the Link between Interest in Fashion, Clothing Consumption, and Subjective Well-being
Daniel Benkendorf (Fashion Institute of Technology, SUNY, New York, United States)
Scientific Programme

5.5 What Can the Best-Possible-Selves (BPS) Text Tell us about the Role of Leisure in the Layperson’s Version of the Good Life?
Paula Loveday (University of the Sunshine Coast, Sippy Downs, Australia)

Wellbeing
15:30 - 16:30
Room 519 A/B

Roundtable Session: Wellbeing

6.1 Positive Psychology and Public Philosophy: Communitarianism for Well-being
Masaya Kobayashi (Chiba University, Chiba, Japan)

6.4 Same Event, Different Outcomes: What Underlies Individuals’ Different Well-being Trajectories in the Face of Adversity?
Jacqueline Synard (University of Ottawa, Ottawa, Canada)

6.5 Meta-analysis of Positive Psychology Correlates of Mindfulness Facets
Josef Mattes (Universität Wien, Wien, Austria)

6.6 Feel Positive, and Go for the Next Round of Pro-environmental Behavior: Testing the Positive Spiral Associations Using Japanese Panel Data
Naoko Kaida (University of Tsukuba, Tsukuba, Japan)

Wellbeing
15:30 - 16:30
Room 519 A/B

Roundtable Session: Wellbeing

Erik Carlquist (University of Oslo, Oslo, Norway)

7.3 The Link between Positive Emotions and Need Satisfaction: Integrating Broaden-and-Build Theory and Self-determination Theory
Wenceslao Unanue (Universidad Adolfo Ibañez, Santiago, Chile)

7.4 Comparative Study on Changes of Subjective Well-beings In Two Contrastive Money-games: Emotions and Subjective Well-beings by Profit-oriented or Appreciation-oriented Motives for Modern Market Behaviors
Toshiyuki Yasui (Keio University, Yokohama, Japan)

7.5 The Effect of the Social-based Cognitive Training on the Elderly’s Cognitive Function and Well Being
Zhi Guo (Tsinghua University, Beijing, China)

7.6 Reading for Wellbeing: Using Bibliotherapy to Promote Positive Thinking and Resilience
Natalia Tukhareli (Rouge Valley Health System, Toronto, Canada)
Scientific Programme

Wellbeing
15:30 - 16:30  Room 519 A/B

Roundtable Session: Wellbeing

8.1  Do Transgressions and Gratitude Acts as Predictors of Well-being among Indian Engineering Undergraduates?
Rajneesh Choubisa (Birla Institute of Technology & Science, Pilani, Pilani, India)

8.2  Caring, to Improve Professional Well-being
Brandon Parkhurst (Marshfield Clinic, Marshfield, United States)

8.3  Factors at Work Promoting Mental Health and Wellbeing at Work - A Systematic Literature Review
Per Lindberg (University of Gävle, Gävle, Sweden)

8.4  Subjective Well-being of the Finance Sector and the Helping Field in Hong Kong
Florence Huang (The Chicago School of Professional Psychology, Chicago, United States)

8.5  Using Positive Ecology for Wellbeing Families, Streets and Towns - Towards a Tasmanian State of Wellbeing
Robin Krabbe (University of Tasmania, Burnie, Australia)

Wellbeing
15:30 - 16:30  Room 519 A/B

Roundtable Session: Wellbeing

9.1  Adelaide City Council Wellbeing & Resilience Baseline Measurement for the City
Amy Pokoney (Adelaide City Council, Adelaide, Australia)

9.2  A Nomination-study: Finding People Who Already Practice the Art-of-Living. What Can we Learn from them?
Alina Stöver (Technische Universität Darmstadt, Institut für Psychologie, Darmstadt, Germany)

9.3  Positive Mental Health Moderates the Association between Community Belonging and Social Participation among Community-dwelling Older Women, but Not Older Men
Mélanie Levasseur (Université de Montréal Sherbrooke, Sherbrooke, Canada)

9.4  Out-of-School Time Opportunity
Beverlee Wenzel (The ROCK Center for Youth Development, Midland, United States)

9.5  A Positive Psychology and Flourishing: an Investigation on the Contribution of Leisure Activities for Healthy Development
Renata Livramento (Centro Universitário UNA, Belo Horizonte, Brazil)

9.6  Positive Psychology: A Brazilian Study about the Relationship among Forgiveness, Hope and Psychological Well-being
Renata Livramento (Centro Universitário UNA, Belo Horizonte, Brazil)
Roundtable Session: Wellbeing

10.1  Wellbeing Literacy: Introducing a New Research Program  
        Lindsay Oades (University of Melbourne, Melbourne, Australia)

10.2  Mediating Effect of Positive Psychology Behaviors on Subjective Happiness and Life Satisfaction in a Family Intervention: Happy Family Kitchen Movement under Hong Kong FAMILY Project  
        Henry C. Y. Ho (University of Hong Kong, Hong Kong, Hong Kong)

10.3  A Longitudinal Study on the Relationship between Parental Aggressive Discipline and Anxiety of Chinese Preschoolers - The Role of Positive Psychology Constructs  
        Sylvia, YCL Kwok (City University of Hong Kong, Hong Kong, China)

10.4  Fostering Wellbeing Life Style: Integrating Positive Psychology and Acceptance and Commitment Therapy (ACT) in Practice  
        Joseuda Borges Castro Lopes (Novum Paradigma, Rio de Janeiro, Brazil)

10.5  Is Canterbury All Right? A Campaign for Improving Psychological Wellbeing at a Population Level Post-Disaster  
        Ciaran Fox (Mental Health Foundation of New Zealand, Christchurch, New Zealand)

10.6  Effect of Forgiveness and Pride to the Hardiness Stewardess  
        Liany Luzvinda (Islamic State University Syarif Hidayatullah Jakarta, Jakarta, Indonesia)

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Roundtable Session: Wellbeing

11.1  Meaning of Life and Well Being among Youngsters with/without Cerebral Palsy  
        Liora Findler (Bar-Ilan, Ramat-Gan, Israel)

11.2  Assessing the Influence of Knowledge Background, Specific Instructions and Reflection-retrospection on Reflection and the Effectiveness of a Positive Psychology Web-based Training  
        Angelika Cornelia Kern (Technische Universität Darmstadt, Darmstadt, Germany)

        Josephine Berger (Technical University Darmstadt, Darmstadt, Germany)

11.4  Who´s Happy?  
        Gail Ironson (University of Miami, Coral Gables, United States)

11.5  Daily Well Being Routine - A New Approach to Positive Interventions  
        Hilla Rahamim Engel (MLA Center for Academic Studies, Tel Aviv, Israel)

11.6  Joybot: the Data-driven Approach to Understanding and Promoting Happiness  
        Daniela Stepanov (Recruit Institute of Technology, Mountain View, United States)
Roundtable Session: Wellbeing

12.1 Moving from “Me” to “We”: The Power of Connection in the Search for Happiness
Christy Teranishi Martinez (California State University Channel Islands, Camarillo, United States)

12.2 The Mental Health and Well-being of Youth from Latino Migrant Farmworker Families
Zoe Taylor (Purdue University, West Lafayette, United States)

12.4 The Affective Architecture of Daily Meaning and Satisfaction: Does the Temporal Sequence of Affective Experience Matter?
William Tov (Singapore Management University, Singapore, Singapore)

12.6 Examining the Associations Between Women’s Eating Regulation Goals and their Partners’ Perceptions of Support, Well-being and Relationship Quality
Noémie Carbonneau (Université du Québec à Trois-Rivières, Trois-Rivières, Canada)
Hope-centered Coaching

By presenting a hope-centered approach to coaching, the presentation will provide practitioners/coaches with supporting research and practical techniques for integrating hope strategies into individual coaching and group training.

Learning Objectives - Participants will be able to:

• Explain the Hope Theory’s key elements (Goal oriented approach to life; Pathways to thinking; Agency belief that you can change and achieve these goals) and the four common traits of high-hope individuals.
• Understand the supporting research/resources that build upon this theory with an emphasis on the Hope Circuit, Broaden and Build and Appreciative Inquiry.
• Demonstrate knowledge of at least 3 of a hope-centered coaching methods that can be applied to their practice gained through experiential activities conducted during the workshop.
• Develop at least two next steps for further study and/or application of the research and techniques that coaches/practitioners will explore following the workshop.

General Outline:
1. Why Hope Matters

   • Hope Theory (Shane Lopez, Rick Snyder); Broaden and Build Theory (Barbara Fredrickson), and other psychology and management researchers.

2. Who Does It Matter For

   • High Hope versus Low Hope Individuals
   • Situational versus Dispositional Hope (Rebecca Gorres)

3. Why Your Brain Likes Hope

   • Hope Circuit (Martin Seligman)

4. How Coaches Can Make Hope Matter

   • GROW Coaching Model
   • Goal Directed Thinking (Re-Goaling, Flexible/meaningful/personal Goals)
   • Pathway Thinking (Hope Mapping, Sentence Completion, Expressive Writing, If/Then, When/Where, Mental Contrasting) Includes research by Gabriele Oettingen, Peter Gollwitzer, James Pennebaker
   • Agency Thinking (Appreciative Inquiry, Self-Compassion Building, Strength Spotting). Includes research by David Cooperrider and Kristen Neff
Reflecting Seligman's call for positive institutions, a "third pillar" of Positive Psychology, flow researchers and practitioners are investigating flow's potential to facilitate positive change in the workplace (Inghilleri, Riva, & Riva, 2014). According to Csikszentmihalyi (2003), too few jobs are designed to make flow possible because they are not built for people: "It is hard to get deeply involved in an activity where one's performance is a minor factor, where a good job is scarcely noticed, and where even the worker can't determine whether his work was well done. In many jobs, the skills of the worker are not well matched to the opportunities for action" (p. 93). Managers too often create environments in which workers lack autonomy, sense of purpose, and opportunities to use skills and values.

Managers can, on the other hand, play significant roles in creating environments where people can experience flow, find full expression of their potential, and contribute to the evolution of the organization toward more complex and expansive purposes. In Good Business: Leadership, Flow, and the Making of Meaning, Csikszentmihalyi (2003) reported findings from interviews with 39 visionary leaders recognized for their high achievement and moral commitment. Principles and practices distilled from this data set, including the creation of work environments conducive to flow, have been applied with impressive success by Patagonia, Google, and LG. Such organizations have learned to create a sustainable ecosystem in which values, meaning, and well being thrive.

In 2008, Vecsey and Csikszentmihalyi began collaboration to develop the serious game FLIGBY (Flow is Good Business for You). Using gamification principles and technology, the game invites the player to assume the role of General Manager of a California winery. In that capacity, the successful player leads a team and attempts to help employees find flow in their work, with a dual purpose: earn a profit for the business and increase the organization's sustainability. During the 6-to-12 hour simulation, players apply flow theory as they progress through a 23-scene adventure, interacting with characters and making approximately 150 decisions that test 29 leadership skills. FLIGBY received a gold medal at the 2012 International Serious Play Awards for Corporate Development Games.

During this session, the game's developers will share background on the theoretical and research foundations that have shaped FLIGBY, provide an overview of the game, demonstrate the game, discuss how flow is measured in the game, and share analytics from the 10,000 persons who played the game from 2012 through 2015. Panelists will share their experience and data they've collected from a wide range of players that include college undergraduates, MBA leadership students, corporate executives, and U.S. Navy SEALS. Discussion will also explore ways that gamification can help institutions facilitate flow and enable positive change.
Exploring and Applying the 10 Keys to Happier Living - An Evidence-based, Practical Framework for Flourishing Individuals, Groups and Institutions

Overview: This interactive workshop will explore the evidence-based ‘10 Keys to Happier Living’ developed by the UK-based, international social movement, Action for Happiness. The workshop will:

- Introduce the mission and work of Action for Happiness.
- Provide an overview of the 10 Keys and their evidence base.
- Share examples of how the 10 Keys have been used to create change by individuals, schools, universities, design schools, workplaces, community and healthcare settings.
- Facilitate and inspire people to explore ideas for further application to increase flourishing in their own context and sphere of influence.

Intended audience:

- Practitioners from a wide range of settings interested in frameworks for, and examples of, practical action, systemic change and social movement building.
- Academics interested in making their research accessible and impactful in non-academic settings.

Learning objectives (Based on Bloom’s revised taxonomy):

- Understanding - Provide participants with an overview of the evidence-based framework for practical action to enhance well-being.
- Application – provide examples of application in diverse settings from primary school curricula, architectural design, product design, community and educational settings and workplaces. Facilitate participant exploration of different applications in their own context.
- Synthesis – Demonstrate how distinct areas of the evidence can be brought together and applied at different levels such as both ‘what’ (the topic or intervention focus) and ‘how’ – the process through which you convey the ‘what’.

Background: Action for Happiness, is a secular not-for-profit founded in 2011 by leading wellbeing economist Professor, Lord Richard Layard, educationalist Sir Anthony Seldon and social innovator Geoff Mulgan. Its mission is simple - to inspire action to enable flourishing, help prevent mental ill-health and build a greater social connectedness. It works from the ‘top-down’ - influencing policy and UN Sustainable Development Goals; from the ‘bottom-up’ - bringing people together to take action for themselves and others and from the ‘middle-out ’ - working with institutions such as schools, universities, workplaces and communities. It has a growing active membership base and online community currently standing at over 1,000,000 people from 170 countries. Its patron is His Holiness, the Dalai Lama. (http://www.actionforhappiness.org/)

Led by Vanessa King, Board Member of Action for Happiness (AfH) and University of Pennsylvania MAPP graduate, the 10 Keys to Happier Living were developed in 2010, ahead of the organisation’s launch. As experienced organization development consultant used to working on systemic change, Vanessa sought to develop a rigorously evidenced based but simple, inspiring, practical and widely accessible framework that went beyond individual application. (http://www.actionforhappiness.org/10-keys)

The 10 keys bring together the areas we can take action to enhance flourishing, drawing on established definitions and theories of wellbeing (Ryff, 1989; Keyes, 2002; Diener, 2010; Huppert & So, 2011; Seligman, 2011; WHO, 2014). It also builds on the Five Ways to Wellbeing developed as part of the UK Government’s 2008 Foresight Review on Mental Capital for the 21st Century. The framework has been used in a wide variety of settings around the world including in schools, universities, design schools, architecture, workplaces, and communities.

In 2016, Vanessa drew on over 420 academic reviews and publications representing 1000’s of studies to update the framework five years on. This resulted in publication of book a practical guide to the 10 Keys. This has received excellent endorsements from leading academics in the field such as Professor Felicia Huppert, (University of Cambridge and Australian Catholic University), who described it as: “A beautifully compiled and very approachable
How to Convince Business Leaders to Invest in Positive Psychology Practices

With a growing body of evidence finding that wellbeing impacts workplace engagement, productivity and profitability, employee wellbeing is an increasingly serious challenge and serious business. Analysts estimate the professional wellbeing market in America alone to be worth more than $6 billion dollars and growing steadily. With only 13% of employees worldwide describing themselves as engaged at work and two-thirds of workers describing themselves as struggling or suffering, Positive Psychology practitioners and coaches have the potential to have significant and lasting impact.

This conversation will draw on the collective experience and wisdom of four leading practitioners and coaches who work with leaders and workplaces to embed positive psychology at work. They will share their successes and failures, provide insights on what works and doesn’t when talking to leaders about Positive Psychology and wellbeing, how to design programs that serve people’s individual needs and circumstances—while also serving business needs, and ways to avoid your work being perceived as a cure-all or panacea.

Michelle McQuaid, Louisa Jewell, Lisa Sansom, Louis Alloro and Emiliya Zhivotovskaya have a more than 50 years combined experience as practitioners and coaches in positive psychology. Their experience and expertise spans non-profits, education, and start-ups to global Fortune 500 companies, applying positive psychology through technology, as well as in classrooms, boardrooms and living rooms, and in creating and delivering effective programs and interventions that draw on the best research and practice in the field. As passionate advocates for evidence-based approaches to wellbeing and flourishing, they lead and mentor best-practice applications of positive psychology to workplaces.

Chair: Michelle McQuaid (Michelle McQuaid, Melbourne, Australia)
Chair: Lisa Sansom (Queen's University, Kingston, Canada)
Chair: Louisa Jewell (Canadian Positive Psychology Association, Toronto, Canada)
Chair: Louis Alloro (The Flourishing Center, Philadelphia, United States)
Chair: Emiliya Zhivotovskaya (The Flourishing Center, New York, United States)
Scientific Programme

**Wellbeing**  
16:45 - 18:45  
Room 517D

**Friday Afternoon Plenary Session**

- **Awards Ceremony**

- **Ted-Style Talk: Positive Health Psychology**  
  Alia Crum (Stanford, United States)

- **Plasticity of the Social Brain: Effects of a One-Year Mental Training Study on Brain Plasticity, Social Cognition and Attention, Stress and Prosocial Behavior**  
  Tania Singer (Max Planck Institute for Human Cognitive and Brain Sciences, Leipzig, Germany)

**Education**  
18:30 - 20:30  
Outside Event

**Positive Education Division Social Hour**

<blockquote type="cite">Positive Education Division Social Hour  
Friday, 6:30 pm - 8:30 pm  
Venue: Bar Furco, 425 Mayor St, Montréal  
Cost: Free  
Open to all!  
Meet other members of the Education Division from around the world at a fantastic local bar in the heart of old Montréal. Free hors d'œuvres</blockquote>
Scientific Programme

Education
19:00 - 20:30

**SIPPA Student Mentoring and Professional Development Event**

*PRE-REGISTRATION REQUIRED *

Students of the International Positive Psychology Association (SIPPA) will connect students interested in positive psychology with faculty members, researchers, practitioners and other professionals who work within the field through educational presentations, Q&A and face-to-face conversations during this event. This format allows for group learning while creating an opportunity for individuals to make high quality connections.

Work & Organizations
19:00 - 21:00

**Work & Organizations Division Social Hour**

The Work & Organizations Division would like to invite you to a social hour during the Fifth World Congress on Positive Psychology! The event will be held at the Le Place D’Armes Hotel & Suites (55 St Jacques Street, Montréal) on Friday, July 14 from 7:00 - 9:00 PM. Your $15 registration will include access to the social hour where division members can converse on subjects of mutual interest and sample a few Montreal Specialties including mini poutines, grilled cheeses, and smoked meat sandwiches. Register here: <a href="http://www.ippanetwork.org/wcpp2017/division-activities/">http://www.ippanetwork.org/wcpp2017/division-activities/</a>
Scientific Programme

Saturday, 15 July 2017

Work & Organizations
07:00 - 08:00
Room 520 A/B/C

Work and Organizations Business Meeting

Clinical Populations
07:00 - 08:00
Room 520 D/E/F

Positive Clinical Psychology Division Business Meeting

Health
07:00 - 08:00
Room 523

Positive Health and Wellness Division Business Meeting

Education
07:00 - 08:00
Room 518

IPPAEd: Positive Education Division Business Meeting

Strengths & Virtues
07:00 - 08:00
Room 524 A/B

VIA Gathering: 10 Leaders Share Character Strengths Research and Practices

In one hour, you'll hear from 10 leading voices in character science. This mini-TED-styled "conference within a conference" will feature the latest research and practice across all 10 presentations. You'll learn about character strengths and signature strengths in populations such as executives, parenting, unemployed, and young students, as well as other topics such as humility in leaders, character strengths measurement, and mindfulness and strengths.

Hosted by Ryan Niemiec and Neal Mayerson of the global nonprofit, VIA Institute on Character, you’ll hear from Lea Waters, Robert McGrath, Jeff Auerbach, Jillian Darwish, Roger Bretherton, Willibald Ruch, Hadassah Littman-Ovadia, Fabian Gander, Darren Coppin, and more. If time permits, you can share your best practices too!

Chair: Ryan Niemiec (VIA Institute on Character, Cincinnati, United States)

Biological Aspects
08:00 - 09:30
Room 517D

Saturday AM Plenary Session
Scientific Programme

Ted-Style Talk: Capitalizing on the Positives in Close Relationships  
Shelly Gable (University of California, Santa Barbara, United States)

Differences in Happiness: From Heritability to the Interplay with the Environment  
Meike Bartels (Vrije Universiteit Amsterdam, Amsterdam, Netherlands)

Work & Organizations
09:45 - 10:45
Room 517D

Founders Symposium: David Cooperrider

Appreciative Inquiry and the Macro Promise of Positive Psychology

This symposium presents new empirical research pointing to the promise of the positive psychology field at the levels of enterprise teams, entire organizations, whole industries and cities, and even UN World Summits. Appreciative Inquiry is increasingly a bridge for progressing from the micro and macro. Whether we are talking about persons, positive institutions, or megacommunities there is mounting evidence that there may be similar P/N ratios that are well-documented as well as a “new change equation” that can help us better understand positive change not as an evolutionary dynamic based on chance, but a co-elevationary dynamic based on choice.

Chair: David Cooperrider (Case Western Reserve University, Chagrin Falls, United States)

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
</tr>
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<tbody>
<tr>
<td>An Empirical Understanding of Appreciative Organizing as a Way to Reframe Group Development</td>
<td>09:45 - 10:00</td>
</tr>
<tr>
<td>Appreciative Inquiry’s Positive Change Equation</td>
<td>10:00 - 10:15</td>
</tr>
<tr>
<td>Ratios for flourishing in the Midst of Change: A Study of the P/N Ratios in Ten Organizations and Their Enterprise-Wide Change Initiatives</td>
<td>10:15 - 10:30</td>
</tr>
<tr>
<td>Collective Workplace Flourishing - Development and Validation of a Multi-dimensional Scale</td>
<td>10:30 - 10:45</td>
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Ignacio Pavez (Chile)
Lindsey Godwin (Champlain College, Burlington, United States)
Linda Robson (United Kingdom)
Robert Easton (Australia)
Avant-garde Positive Psychology Interventions

*Organized by IPPA’s Positive Clinical Psychology Division*

The International Positive Psychology Association’s Positive Clinical Psychology Division presents the finalists in their 2017 Avant-garde Positive Psychology Clinical Interventions Challenge. In a series of individual podium talks, finalists will describe their fresh, innovative clinical intervention to foster mental health and wellbeing as well as alleviate psychological stress and dysfunction. The purpose of the competition is to increase knowledge about important considerations when building a Positive Psychology Intervention, contribute to best practices and standards for interventions, and harness the potential to launch research projects within the field of clinical positive psychology. Everyone is invited to come cheer on the finalists and contribute to the conversation.

Chair: Tayyab Rashid (University of Toronto Scarborough, Toronto, Canada)

- **Unscripted Enactment: The Virtual Gratitude Visit (VGV)**
  Dan Tomasulo (Teachers College, Columbia University, New York City, United States)

- **Three Good Things- the Marital Version**
  Maayan Boiman-Meshita
  Hadassah Littman-Ovadia (Ariel University, Ariel, Israel)

- **Rewriting History to Create a Better Future: Positive Prospection in Practice**
  Lydia leveleva (RMIT University, Melbourne, Australia)

- **Happy Family Kitchen: A Positive Psychology Family Intervention for Enhancing Family Communication and Well-being**
  Henry C. Y. Ho (University of Hong Kong, Hong Kong, Hong Kong)

- **BASICS and Essencing as a Positive Psychology Clinical Intervention**
  Hein Zegers (UvH University Utrecht, Utrecht, Netherlands)
  Els Verheyen (University College Leuven Limburg)
Character Strengths at Work – What We Know, and What We Have Yet to Learn

Character strengths are positive personal attributes, which are manifested in individuals’ behaviors, thoughts and feelings. In 2004, Peterson and Seligman have identified/classified 24 character strengths which are valued across cultures, and were expected to be important components/contributors to human thriving in various life arenas. In the decade that has passed since they were initially identified, character strengths, their effects and antecedents, have been widely studied in a host of populations, domains and circumstances. One of the life contexts in which character research has prospered is work. In this domain, under optimal circumstances, individuals employ their best attributes, in way which could contribute to others- be it specific others, the organization in which they work, or society. Work can potentially be “…the place where your deep gladness that the world´s deep hunger meet” (Buechner, 1973).

By using rigorous empirical methodologies, research on character strengths at work has helped explore these theoretical ideas. It attempted to provide insights into connections, effects and antecedents of individuals’ positive attributes application in the context of work, the mechanisms through which character strengths applications at work operate, and ways in which they can be induced and developed, at the person and group levels. This research has accumulated over the years, and in the present symposium we invited established strengths researchers from three countries, whose research stems from diverse schools of thought, to present a brief overview of what they have learned about strengths and their use at work, and studies tackling the most burning questions in the field today, as they perceive it.

The first presentation (by Ruch, Gander, Hofmann and Platt from Switzerland) will provide insights from two studies of character strengths and informal team roles, and their effects on job satisfaction and calling. The second presentation (by van Woerkom and Meyers from the Netherlands) will present an evidence-based perspective on the relationships between strengths use behavior, deficit correction behavior, and different aspects of authenticity in the work context. The third presentation (by Littman-Ovadia and Lavy from Israel) will delineate a theoretical framework for character strengths as a path for personal growth at work, based on supportive evidence from four studies.

Contributors’ e-mail addresses:
Willibald Ruch, from the University of Zurich in Switzerland; w.ruch@psychologie.uzh.ch
Marianne van Woerkom and Christina Meyers, from Tilburg University in the Netherlands; M.vanWoerkom@uvt.nl
Hadassah Littman-Ovadia, from Ariel University and Shiri Lavy from the University of Haifa, both in Israel; olontamar@bezeqint.net, shirilavy@gmail.com

Chair: Shiri Lavy (University of Haifa, Haifa, Israel)
Chair: Hadassah Littman-Ovadia (Ariel University, Ariel, Israel)
Perspectives on Positive Education

*Organized by IPPA Education Division*

Positive Education combines the science of positive psychology with the best practices of education to support and build wellbeing and character in students, staff, schools, and educational communities as a whole. While there is growing excitement and interest in applying the concepts of Positive Education in classrooms and educational communities around the world, the educational context is complex. How is Positive Education being defined and applied? To begin fostering open dialect and the sharing of knowledge and resources, this session hosted by the International Positive Psychology Association’s new Education Division will bring together researchers and educators from across the globe. Each speaker will briefly share their perspective and experiences, followed by discussion amongst the panel and audience to open a conversation on how Positive Education can most effectively move forward as an organized discipline.

Chair: Margaret L. Kern (The University of Melbourne, Melbourne, Australia)
Chair: Mathew White (St Peter's College - Adelaide, Adelaide, Australia)
Chair: Andrea Ortega Bechara (Universidad del Sinu, Bogota, Colombia)
Chair: Rosalinda Ballesteros (Tecmilenio University, Monterrey, Mexico)
Chair: Lucy Hone (AUT University, Auckland, New Zealand)
Chair: Emilia Lahti (Aalto University, Espoo, Finland)
Chair: Kaori Matsumoto (Kanazawa Institute of Technology, Nonoichi, Japan)
5th World Congress on Positive Psychology, 
July 13-16, 2017, 
Montreal, Canada

Scientific Programme

Education 
09:45 - 10:45 
Room 523

Building Meaning In and Through the Humanities: Using Positive Psychology Research to Implement an Integrated Approach to Curriculum Design

Intended audience: Educators, teachers, curriculum writers. No academic training in positive psychology assumed, though knowledge of the field would be helpful.

Learning objectives:

To demonstrate how to synthesize contemporary positive psychology research on a topic (in this case using meaning and purpose as the model) with a view to extracting principles for a school program;

To analyse the key findings from the literature on meaning in life to then provide participants with a framework for developing an integrated program, suitable for their school context;

To assist participants in the workshop to begin creating their own integrated program in their school. Participants will leave the workshop with an understanding of what the literature says about meaning and purpose, as well as the bones of a curriculum program to continue developing on their own site.

Outline of material: (including the required basis in empirical research and the experiential components).

As positive psychology makes its way into the language and practice of schools around the world, there still something of a gap between the theory and science of positive education and the daily classroom practice. There is now an increased demand for teacher training and resources for use in the classroom; however, there is also a great need to remain firmly focused on the science to avoid implementing nothing more than fashionable thematic programs.

This workshop will provide participants with both the knowledge, resources and practical skills needed to learn how to shape evidence-based wellbeing curriculum in their daily classrooms. The workshop will use literature on meaning and purpose, as one of the linchpins of a wellbeing program and the M in PERMA. To achieve the learning outcomes above, the workshop will use “meaning” as an example of a topic to demonstrate how to apply a process to the reviewing of literature, synthesizing findings, and using those findings to shape an integrated program for implementation in a school.

The workshop will move through three sections, all underpinned by research. A sample reference list is provided underneath this overview.

a) What do we mean by “meaning”? (approximately 10 minutes)

A synthesis of a wide range of literature, from Roy Baumeister to Michael Steger and Ellen Charry, will reveal to participants the difference between “happiness” and meaning. We will then explore the ways in which findings and definitions might be able to be categorized into different features of meaning, including orientation, how we see ourselves and our identity, our temporal focus, and our purposeful motivation.

b) Why is meaning important to our wellbeing? (approximately 5 minutes)

A summary of key research from Steger’s meta-analysis (2009) and, for example, Barbara Fredrickson’s 2013 study, will help participants to appreciate the centrality of meaning to our students’ and our own wellbeing.

c) A framework for an integrated program of work (approximately 35 minutes)

The workshop will summarize what literature is telling us about the potential benefits of integrated programs. For example:

- Interventions can be incorporated into routine educational practices taught by school personnel (Durlak et al., 2011);

- Programs implemented by regular classroom teachers may be more effective due to the existing relationships they have with the students (Waters, 2011);

- The earlier the interventions the better the longer-term gains. (Peterson & Seligman, 2004);

- Benefits of a shot-gun approach, that is, multiple exercises across time (Proctor et al., 2011);

- Longer interventions, rather than a one-off program, or a “flavour of the week” approach, are likely to produce greater gains (Sin & Lyubomirsky, 2009; Peterson & Seligman, 2004; Steen et al., 2003);

- Failure to work within the school context may result in attention being drawn to conflicting moral messages and values (Steen et al., 2003);

- Well-integrated programs, taught across several areas at school and even reinforced at home, are more effective than isolated lessons (Berkowitz & Bier, 2004; Noble & McGrath, 2005; Peterson & Seligman, 2004).

Participants will then consider their own school context for the implementing of a curriculum on meaning and purpose. The workshop will guide participants through the process of shaping a cross-curricular program, designed in stranded themes appropriate to their school environment and objectives. Stranded themes include; what it means to be “human”; human connection; resilience and integrity; and, aspiration. Each strand will provide participants the...
Best Practices in Positive Psychology for Disability

The World Health Organization (2011) estimates that 1 billion people across the globe live with a disability, which is about 15% of the world’s population. Yet, the field of disability is an under-represented area of study within positive psychology. There are, of course, exceptions. Each of these presenters, as a distinguished leader in their respective area, is one of those exceptions. Each is on the cutting edge in producing both the latest research and best practices for positive psychology and disability. The focus of this symposium will be intellectual/developmental disability (IDD), an area in which positive psychology is beginning to make a substantial contribution. We will review four of the most popular topics in positive psychology through the lens of best practices for people with IDD. Interventions designed to assess and/or boost mindfulness, character strengths, self-determination, and positive emotions will be shared. We will provide scientific evidence for each intervention, emphasize optimal adaptations for deploying the intervention with people with IDD, and a “how-to” approach for conducting the intervention with people with IDD. Resources will be provided.

Collectively, the members of this symposium have produced about 70 books (which includes the leading text on the topic, titled The Oxford Handbook of Positive Psychology and Disability) and over 1,100 peer-reviewed/scholarly articles.

Chair: Ryan Niemiec (VIA Institute on Character, Cincinnati, United States)

- **Character Strengths and Disability: The VIA Youth Survey and its Use in Adolescents with Intellectual and Developmental Disabilities**
  - Nirbhay Singh (Medical College of Georgia, Augusta University, Augusta, United States)

- **The Practice and Applications of Mindfulness-based Positive Behavior Support (MBPBS)**
  - Nirbhay Singh (Medical College of Georgia, Augusta University, Augusta, United States)

- **Self-determination and Positive Psychology: Assessment and Intervention**
  - Michael Wehmeyer (University of Kansas, Lawrence, United States)

- **Modifying Positive Interventions for People with Intellectual Disabilities**
  - Dan Tomasulo (Teachers College, Columbia University, New York City, United States)
Many positive psychological interventions have been developed that offer ways to feel better, focus on different aspects of the world around us, or become more aware of how we act and interact in our daily lives. We are learning how to tap into our strengths, express ourselves more lovingly to others, become more resilient, and perhaps even train ourselves to pay better attention to the present moment. While undoubtedly making substantial contributions to what every day of our lives feels like, do existing interventions do enough to give us clarity about why we strive and live in the first place? Beneath the surface of pleasant, attentive, kind, and goal-focused days, how do we know if we are paying attention to the right things, being kind for the right reasons, or setting the right goals? After all, the dictionary defines “to live” as merely to “remain alive.” Well, why should we do that? The science of meaning in life seeks to answer such questions. If we look more than skin deep at why we are alive and why we want to stay alive, for many the answer is to live better, be better, and work toward making a positive difference in the world. In essence, by studying meaning in life, we are studying the reasons people live for. Yet, despite the mounting research findings underscoring the importance of meaning for human coping and thriving, little research has focused on methods one can follow in order to nurture or reinforce it. Moreover, despite extensive research examining the benefits of meaning and purpose for individual growth and development, knowledge regarding its promotion and cultivation is limited. To fill that gap, this workshop presents evidence-based practical strategies for deepening our appreciation for, understanding of, and commitment to the reasons we live for and the meaning in our lives. This workshop draws on two large bodies of research and a number of specific studies, to generate strategies for deepening meaning in life. Meaning is an important facilitator of both thriving and coping, a resource for our pleasant moment in life, as well as the challenging ones. Ample evidence suggests the importance of meaning for human coping as well as thriving, and experiencing meaning is strongly and consistently associated with well-being and thriving (e.g., Ryff & Singer, 1998; Scollon & King, 2004). The meaning in life literature demonstrates a multitude of concurrent and longitudinal relations among meaning in life and greater contribution to overall well-being over and above other common constructs, such as strengths, positive emotion, and life satisfaction. In relation to life’s challenges, literature on positive growth or change following adversity or trauma indicates that making sense or meaning of such adverse experiences buffers the negative impact of such events and explains variance in better outcomes (Steger & Park, 2012, for review). Several specific studies from a subset of meaning in life research have supported the specific strategies we include as being potentially causative in increasing MIL (e.g., sources of meaning photography; Steger, Shim, Barenz, & Shin, 2014; addressing meaning specifically in the context of (medical) hardship: Breitbart et al., 2010; Lee et al., 2006). Mindfulness can be described as a potential foundation of both thriving-oriented meaning and coping-oriented meaning. Meaning via thriving is being facilitated by mindfulness which provides a deeper sense of savoring (Hong, Lishner & Han, 2014), allowing us to prolong and appreciate the meaning within different experiences. Meaning via coping is being facilitated by creating a process of reframing the challenging situation to derive a deeper sense of meaning. As a result, mindfulness may generate deep meaning that promotes resilience and engagement with a valued and purposeful life (Garland et al., 2015). This workshop is for anyone interested in exploring personal meaning and purpose in their own lives, while learning strategies and approaches that can be used to deepen meaning. The workshop is also recommended to individuals who work with clients and groups and wish to further develop approaches for addressing meaning and a path to greater well-being. The workshop also may be of interest to researchers of well-being topics looking for ideas for intervention studies or potential applied research programs.

Outline:
I. Introduction and Overview
II. Meaning in life in well-being, coping, and thriving research
   a. Exercise: Using assessment tools to explore and deepen sources of meaning
   b. Exercise: Demonstrating creative arts approaches to meaning
II. Mindfulness in thriving-oriented and coping-oriented meaning.
   a. Using mindfulness as a tool for orienting toward meaningful and purposeful life
   b. Exercise: Savoring-induced meaning
   c. Exercise: Mindfulness as part of reframing life’s challenges
III. Applying mindfulness to re-evaluate sources of meaning to increase meaning and purpose
IV. Wrap-Up

Learning objectives:
1. Knowledge: Attendees will be able to identify empirical evidence supporting the role of meaning in well-being and positive psychology. Participants will learn more about their own personal sources of meaning in life.
2. Understand: Attendees will be able to illustrate connections between empirical research and the strategies for deepening meaning presented
3. Apply: Attendees will be able to use, and modify, four strategies for deepening meaning in life, while contributing to a potential increase of personal meaning and purpose.

Exercises that will be taught to attendees:
I. Sources of Meaning assessment tools: Attendees will complete and conduct a semi-structured interview on the topic of sources of meaning, demonstrating tangible and user-friendly methods of identifying and understanding sources of meaning.
II. Creative arts as sources of meaning exploration tools: Attendees will apply different art forms (e.g., photography) to clarify sources of meaning, and to provide concrete focal points to deepen meaning.

Room 525
Wellbeing
09:45 - 10:45

More Than Skin Deep: Practical Strategies for Deepening Meaning in Life

09:45 - 10:45

Wellbeing

Room 525
**Scientific Programme**

**Work & Organizations**
09:45 - 10:45
Room 522

**The Future of Work and Organizations in Positive Psychology**

The session will bring together leaders of academic and professional communities to discuss broad-level developments and cutting-edge issues in the field of positive work and organizations.

Giselle Timmerman, President of the Work and Organizations Division of IPPA, will moderate the symposium. The three speakers currently serve as Advisors for the Division and each bring distinct perspectives to the conversation.

- Dr. Kim Cameron conducts research on the impact of positive leadership and organizational virtuousness on work and organizational outcomes.
- Dr. Marisa Salanova specializes in applied research with companies to test organizational health and resilience, including follow-up positive interventions.
- Dr. Stewart I. Donaldson holds many appointments at Claremont Graduate University. He is professor of psychology and community and global health, dean of the School of Social Science, Policy & Evaluation (SSSPE) and the School of Community & Global Health (SCGH), and director of the Claremont Evaluation Center (CEC).
- Michelle McQuaid is a best-selling author, workplace wellbeing teacher and playful change activator. She holds a Masters in Applied Positive Psychology from the University of Pennsylvania and is currently completing her Ph.D. in Appreciative Inquiry under the supervision of David Cooperrider.
- Dr. Robert Vallerand is Full Professor of Social Psychology at the Université du Québec a Montréal. His research mainly focuses on the Hierarchical Model of intrinsic and extrinsic motivation (Vallerand, 1997) and the Dualistic Model of Passion.

Chair: Kim Cameron (University of Michigan, Ann Arbor, United States)
Chair: Marisa Salanova (Jaume I University, Castellon, Spain)
Chair: Michelle McQuaid (Michelle McQuaid, Melbourne, Australia)
Chair: Robert J Vallerand (Université du Québec à Montréal, Laboratoire de Recherche sur le Comportement Social, Montréal, Canada)
Chair: Stewart Donaldson (Claremont Graduate University, Claremont, United States)

**Emotions**
09:45 - 10:45
Room 524 A/B

**Individual Podium Presentations: Emotions**

Chair: Carmelo Vazquez (Complutense University, Madrid, Spain)
Chair: Todd Thrash (College of William and Mary, Williamsburg, United States)

- **Inspired Writers Inspire Readers High in Openness**
  Todd Thrash (College of William and Mary, Williamsburg, United States)

- **Individual Differences in Positive Empathy Subtypes Are Associated with Trait Anhedonia**
  Sharee Light (Georgia State University, Atlanta, United States)

- **Funny Faces and Wicked Games: Facial Expressions of Emotions during Video Games**
  Joar Vitterso (University of Tromso, Tromso, Norway)
Scientific Programme

Don't Look at my Teeth when I Smile: Teeth Visibility Induces Biases in Intensity Ratings and Gaze Patterns
Carmelo Vazquez (Complutense University, Madrid, Spain)

Cultivating Positivity Resonance in Social Interactions: The Effects of a Positive Social Engagement Intervention on Wellbeing
Brett Major (University of North Carolina at Chapel Hill, Chapel Hill, United States)

A Man Smiles - And Smiling, as We Shall See, Graduates into Laughter
Willibald Ruch (University of Zurich, Zurich, Switzerland)

Measures & Methods
11:00 - 12:00
Room 517D

Invited Speaker: Ruut Veenhoven

Know Your Happiness: Effects of using the Happiness Indicator
Ruut Veenhoven (Erasmus University Rotterdam)
11:00 - 12:00

Culture & Global Issues
11:00 - 12:00
Room 520 A/B/C

Invited Speaker: Steve Leventhal

Positive Psychology: The Missing Link in Reducing Global Poverty?
Steve Leventhal (CorStone)
11:00 - 12:00
Participative Action Research to Improve Hedonic and Eudaimonic Well-being of Low-income Social Housing Tenants

This symposium will present the methodology and original results of a community-based participatory action research project entitled Flash on my neighborhood! that aims to better understand how residential environment (including the apartment, the building and the neighborhood) can influence hedonic and eudaimonic well-being of social housing tenants. People living in poverty are less likely than privileged populations to participate into studies, so their perspective on well-being remains understudied (Ejogu, et al., 2011; Walter, Burke & Davis, 2013). Furthermore, positive psychology has, until now, mainly investigated individual factors associated with well-being (Lopez & Snyder, 2011). The influence of environmental settings has rarely been examined (Diener, 2009; Little, 2011). Nevertheless, social housing tenants are most likely to be affected by the effects of their residential environment than more privileged people (Inagami, Cohen & Finch, 2007; Vallée, et al., 2011), because their socioeconomic situation forces them to spend more time there (Apparicio & Séguin, 2006). Flash on my neighborhood! offers a unique opportunity for social housing tenants: 1) to develop a collective critical analysis of the aspects of their residential environment that are influencing their well-being; 2) to present this analysis to community stakeholders; and 3) to participate in a process of improving their situation through the use of their individual and collective strengths.

Social housing tenants figure among the most underprivileged populations in Canada. Besides poverty and low educational level, social housing tenants report lower levels of well-being than the general population (Ludwig, et al., 2012). Most described through the lenses of their difficulties and deficits, we know little about the strengths of social housing tenants and the factors that influence their well-being. Until now, positive psychology research has mostly been done with samples recruited in the middle-class population, in which people living in poverty were marginally represented (Becker & Marecek, 2008; Biswas-Diener & Paterson, 2011). Flash on my neighborhood! addresses these knowledge gaps by using an innovative mixed-method approach. It is currently implemented in six different communities in the province of Quebec, Canada. It involves a total of 59 peer-researchers, who are social housing tenants that received research training and completed important portions of the data collection, analysis and knowledge mobilization. This research project, supported by seven-year funding from the Social Sciences and Humanities Research Council of Canada, has four different phases: 1) Needs and strengths assessment, including a Photovoice (Houle et al., accepted), a systematic neighborhood observation with a grid (Coulombe et al., revised and resubmitted), and a survey with each household of the social housing setting; 2) Development of an action plan; 3) Follow-up of the action plan’s implementation; 4) Outcome assessment.

The second communication entitled “Quantitative relationships between residential environment structures and the well-being of social housing tenants” will be made by Simon Coulombe, Ph.D., professor in community psychology and co-investigator in the project. In this communication, the data collected through a survey completed by households of two social housing settings (n = 150) will be analyzed to better understand the link between different dimensions of person-environment fit and well-being (hedonic and eudaimonic). Finally, the third communication will be made by Stephanie Radziszewski, a Ph.D. student involved in the project since its beginning. Entitled “Social housing tenants’ representations of the residential environment’s positive and negative influence on well-being”, this communication will present an analysis of the results of the six Photovoice projects realized to identify the residential environmental factors that are considered by social housing tenants as having the biggest influence on their well-being.

References:

Scientific Programme

**Flash on my Neighborhood!: A Participative Research Method to Understand Social Housing Tenants' Perspectives on Well-being**
Janie Houle (Université du Québec à Montréal, Montréal, Canada)

**Social Housing Tenants' Representations of the Residential Environment's Positive and Negative Influence on Well-being**
Stephanie Radziszewski (Université du Québec à Montréal, Montreal, Canada)

**Quantitative Relationships between Residential Environment Structures and the Well-being of Social Housing Tenants**
Simon Coulombe (Wilfrid Laurier University, Waterloo, Canada)
Positive Education Ecosystem at Tecmilenio University, Mexico

Since 2013, Tecmilenio has implemented a positive framework that involves not only teaching students but also training faculty and staff members in positive practices and concepts. The positive framework includes instruction in content, practices, and assessing the impact of the framework on student outcomes and enhanced performance of faculty and staff. The training and practices to which individuals are exposed are customized for each of the three populations—students, faculty, and staff.

Several standardized and widely accepted instruments are used to obtain measures of positive variables. These include PERMA, VIA, PANAS, and so forth. Other outcome measures relevant to each population are also collected such as student GPA, net promoter scores, faculty retention, and employee productivity.

This longitudinal data set—collected since 2013—is being used to study the impact of different instruction and practice methods on specific positive outcomes. This is done by creating subpopulations according to the instruction and training to which they were exposed and by comparing group results across different outcome measures.

In addition to undergraduate and master degrees, Tecmilenio offers high school education. Upon graduation, some Tecmilenio high school students enroll as undergraduates in Tecmilenio University. Not all undergraduates have come for Tecmilenio High School, of course, but most of the undergraduate students come from other high schools. None of these other schools have adopted an explicit positive education framework.

The development of the positive ecosystem at Tecmilenio has occurred in phases. For example, while all students have completed the PERMA questionnaire, only some students, randomly chosen, completed other specific evaluation instruments such as PANAS and Satisfaction with Life. This was done to reduce overall survey time. Regarding exposure to positive psychology courses, some Tecmilenio high school students participated in six courses (full exposure) whereas others received partial exposure (three courses). Tecmilenio University students from other high schools received no exposure. Therefore, the three different groups—full exposure, partial exposure, and no exposure—allowed for the comparison of different groups’ outcomes. In addition, some comparison was also possible among different practices and training methods in terms of their impact on institutional and individual results.

Most importantly, the results of the study demonstrate that different levels of exposure to positive psychological content and practices affects student outcomes such as GPA and net promoter scores. In addition, analyses also showed that increased exposure to positive psychology content and practices improved group averages on different measures of positive psychology outcomes. Different instruments produced somewhat different results, but this could be due to cultural factors or an intrinsic problem of measuring factors with strong social desirability.

Yet to be analyzed, but to be included in the presentation at IPPA, are corresponding measures of positive psychology variables for faculty and staff. These investigations will report on the impact of exposure to positive psychology by faculty members and staff members at the university. Also reported will be an explanation of how the development of a positive orientation among faculty and support staff can affect student performance.

In this session, the entire scope of the research ecosystem developed at Tecmilenio will be discussed. Results of several different analyses will be presented, but multiple studies and comparisons are on-going, so complete results will not be available for some time. We will discuss ideas of possible research are currently being considered. Researchers and practitioners considering implementing a positive curriculum and/or organizational changes in an educational setting guided by positive psychology and positive organization principles will learn from our experiences and may even be inclined to make suggestions and contributions. This is the most comprehensive field experiment known to date that examines the impact of positive psychology on students, staff members, and faculty.

Chair: Kim Cameron (University of Michigan, Ann Arbor, United States)
Chair: Carlos Mora (University of Michigan, Ann Arbor, United States)
Chair: Enrique Tames (Tecmilenio University, Monterrey, Mexico)
Chair: Rosalinda Ballesteros (Tecmilenio University, Monterrey, Mexico)
Chair: Covadonga Chaves (Tecmilenio University, Monterrey, Mexico)
Chair: Carin Rockind (New York City, United States)
The Power of Positive Leadership to Retain Talented Women and Energize your Whole Organization

Organizations aspire to build thriving workplaces that attract, engage, and retain great talent. For some, engaging and retaining their talented women is a high priority. Positive leadership styles can help achieve all these goals. An example is transformational leadership (TFL), the subject of more scholarly research than all other leadership theories combined. A multitude of studies have tied TFL to important business outcomes and positive work experiences for all employees—and especially for women. Empirical evidence suggests this may be so because the TFL style better aligns with the greater importance that women place on the meaningfulness of work. Whether women view their work as meaningful may also be influenced by gender differences in how psychological needs are satisfied at work under self-determination theory and an orientation toward intrinsic values.

In this session, we explore TFL’s dimensions and the positive organizational outcomes achieved through positive leadership. We discuss research that suggests gender differences in the importance placed on meaningful work, in workplace satisfaction of psychological needs, and in the priority placed on intrinsic values. Through interactive activities, we explore research-backed tools that participants can start using today to engage and retain their organization’s talent—and especially talented women. Drawing from our backgrounds as both practicing lawyers and positive psychology scholars, we provide practical leadership strategies to help organizations thrive.

Audience: People working with organizations engaged in organizational leadership, leadership development, professional development, human resources, diversity, and training.

Goals:

• Understand and describe the four dimensions of transformational leadership and its association with positive business outcomes at a sufficient level of mastery to persuasively convey the concepts to workplace colleagues.

• Understand and be able to describe specific behaviors that may have a greater influence on women's work experience (compared to men) at a sufficient level of mastery to persuasively convey the concepts to workplace colleagues.

• Apply learning by enacting three leader behaviors that foster meaningfulness at work at a sufficient level of mastery to teach workplace colleagues those same behaviors.

• From the Workshop’s fun tone, convincing information, and activities designed to enhance self-efficacy for enacting positive leader behaviors, participants will feel motivated to learn about positive leadership and start using it in their workplaces with an intent to boost organizational thriving.

Outline:

I. Leadership Impact
II. Transformational Leadership (TFL): A Positive Leadership Theory
III. TFL’s Unique Impact on Women
IV. Cultivating Meaningfulness Through Significance

Research Based: Workshop focuses on TFL. TFL and related theories used in Anne’s PhD research and will incorporate relevant findings in Workshop if available. Literature review supports the following: TFL positively associated with engagement, performance, job satisfaction, reduced turnover, and reduced perceptions of work-life conflict. Findings suggest that higher levels of TFL have a bigger impact on women's career satisfaction than men’s. One reason may be that TFL is particularly effective at fostering meaningfulness in work, which is more important to women's positive work experience than men's. This suggests training leaders on TFL behaviors that foster experience of meaningfulness at work may be a particularly effective strategy for organizations struggling to retain talented women. Additionally, satisfying basic needs under self-determination theory (SDT) is one way that TFL works to boost research under TFL, SDT, job design, and other scientifically-supported theories and constructs.

Chair: Martha Knudson (ASPIRE, Salt Lake City, United States)
Chair: Anne Brafford (ASPIRE, Salt Lake City, United States)
Mindfulness-Based Interventions (MBIs) have been increasingly implemented in school settings to foster better emotional regulation skills for students. Preliminary evidence suggests that these interventions hold promise in reducing anxiety and depression, and increasing attention. Self-determination theory (SDT), a macrotheory of human motivation and optimal functioning, posits that the degree to which the three basic psychological needs (competence, autonomy, relatedness) are satisfied (vs. thwarted) relates to greater functioning and well-being. Decades of research within the SDT framework have shown that such need satisfaction is positively related to school engagement, performance and persistence. A growing body of research has investigated the links between mindfulness and SDT. Mindfulness is thought to lead to optimal self-regulation, allowing individuals to be in touch with their needs, values and emotions. As such, it is hypothesized to lead to more realistic appraisals (and, ultimately, better satisfaction) of the three basic psychological needs and to predict higher levels of autonomous motivation. This symposium aims to bring together results from the fields of mindfulness and SDT, in a developmental perspective. Thus, this symposium presents results from four studies evaluating the impact of MBIs and SDT-related constructs (basic psychological needs, motivational profiles) in school settings at three distinct developmental stages of life: childhood (elementary school), adolescence (high school), and young adulthood (university - undergraduate level). Results from the following studies will be presented:

1) Impact of a MBI in elementary school children with severe learning difficulties on mental health and basic psychological needs satisfaction;
2) Evaluation of school motivational profiles and basic psychological needs satisfaction of high school students with severe psychological and behavioral problems in youth centers;
3) Investigation of the relations between different academic motivation types, mindfulness and psychological adjustment during the transition period between high school and university; and
4) Impact of a MBI in undergraduate students on their well-being, school perseverance and psychological flexibility.

Results and implications of this research on best practices in educational positive psychology and on providing adequate psychosocial support to students of all ages in school settings will be discussed.

Chair: Catherine Malboeuf-Hurtubise (Université du Québec en Outaouais, Gatineau, Canada)
Resilience in a Relentless World: The Authentic Excellence Initiative

Values have been demonstrated to play an integral role in flourishing. Yet, there are vulnerabilities from values-centered living that can unintentionally interfere with our productivity, fulfillment and resilience. This is particularly evident during important life transitions and in today’s relentless pace and pressures. This workshop examines these vulnerabilities and describes a university resilience program, the Authentic Excellence Initiative, designed to foster a paradigm shift of values expression and management. Workshop participants will explore
(1) the difference between “fear-based excellence” and “authentic excellence;”
(2) the four vulnerabilities to values-centered living; and
(3) the training components of the resilience program.

The program stems from an empirically-derived values assessment that focuses on integrity formation, and integrates the assessment with principles of flourishing, stress inoculation, social change model of leadership and performance psychology. Efficacy of the program, implications for future directions and research, and application of program to diverse settings and clients will be discussed.

Research framework: As noted in the abstract, the program stems from an empirically-derived values assessment process that focuses on integrity formation (Life Values Inventory), and integration of the principles of flourishing, stress inoculation, social change model of leadership and performance psychology. The Life Values Inventory (Crace & Brown, 1996; 2002; 2012; www.lifevaluesinventory.org) reflects a ten-year empirical exploration of values that attempted to address methodological concerns. Taking a sequential-systems approach and utilizing a series of exploratory and confirmatory factor analyses with a diverse sample yielded a stable, 14-factor values assessment that demonstrated incremental validity and accounted for over 70% of the total variance. From this assessment foundation, we have explored the role that values play in managing life transitions, life role development, team development, resilience and performance (Brown & Crace, 1996; Brown & Crace, 2008; Brown, Crace & Almeida, 2008; Crace & Lickerman, 2014; Crace & Hardy, 1996; Crace & Hardy, 1997). The Authentic Excellence Initiative reflects an integration of our work with the organizational framework of our Division of Student Affairs based on the principles of positive psychology and flourishing (Ambler, 2008; Ambler, Crace & Fisler, 2015; Fredrickson, 2009; Keyes & Haidt, 2003; Lopez, 2008; Seligman, 2003 & 2011). Additional data will be provided on analysis of values data on over 100,000 subjects, as well as evaluation of the resilience program.

Intended audience/participants: This program is open to all participants: practitioners, researchers, consultants, coaches, educators, students, and organizational leaders.

Workshop outline:
1. Introduction - Evolution of the Authentic Excellence Initiative
2. The Promises and Pitfalls of Values-Based Living and Leadership
3. The Difference between Fear-Based Excellence and Authentic Excellence
4. Cultivating Authentic Excellence
   a. Authenticity – Clarifying One’s Personal Truth
   Activity – Brief exercise with the Life Values Inventory
   b. Integrity – Expression and Management of One’s Values
   Activity – Values in Action: Blueprinting exercise
   c. Resilience – Managing Fear Differently and Coping Effectively
   Activity – 6 Paradigm Shifts for Managing Fear Differently
   d. Excellence – Developing the Expressive Mindset
   Activity – Creating a 2-page Summary Blueprint
5. Efficacy & Future Directions -
   a. Integrating these principles into your professional work
   b. Access to open educational resource for research and practice
   c. Center for Mindfulness & Authentic Excellence (CMAEX)

Learning objectives:
1. Understand - participants will learn the promises and pitfalls of values-centered living, how they relate to flourishing and resilience, and how to optimize healthy integrity formation and management.
2. Apply - participants will learn applied strategies to foster resilience and integrity. Brief experiential exercises will be used to demonstrate the strategies.
3. Synthesis - participants will be able to synthesize and integrate the strategies from the program toward their specific professional domain and clientele.
4. Create - participants will be directed to an open-educational resource that highlights the program’s principles in greater detail and can be used to foster their own creative application and research.

Examples of exercises and skills taught:
1. Clarifying one’s personal truth – multi-layered values clarification
2. Pitfalls to avoid when assessing values
3. Dynamic Blueprinting – clarifying the continuum of your values in action
4. Values-based fear management and coping strategies
5. Practice strategies to develop the Expressive Mindset

Chair: Kelly Crace (College of William and Mary, Williamsburg, United States)
Scientific Programme

Work & Organizations
11:00 - 12:00 Room 522

Conversation Hour: David Cooperrider
Chair: David Cooperrider (Case Western Reserve University, Chagrin Falls, United States)

Other
11:00 - 12:00 Room 524 A/B

Individual Podium Presentations: Clinical and Applied Positive Psychology
Chair: Tayyab Rashid (University of Toronto Scarborough, Toronto, Canada)
Chair: Willow Saloum

Coaching as a Social Justice Intervention: Empowerment for the Minority, Oppressed and Invisible
Erin Lefdahl-Davis (Indiana Wesleyan University, Anderson, United States)

Which Are your Strengths and How Do they Contribute to your Recovery? A New Strengths Assessment within a Clinical Population
Tanja Bellier-Teichmann (University of Lausanne, Lausanne, Switzerland)

What Does it Take to Be an Effective Coach? The Coach Competency Inventory as a Partial Response
Marie Gwen Castel-Girard (Université du Québec à Montréal, Montréal, Canada)

Organizing a Jungle of Measures: A Review of Measures on Students’ Well-being at School
Fabian Gander (University of Zurich, Zurich, Switzerland)

Developing Positive Communities: A Study on the Implementation of Community Group Therapy for the Promotion of Mental Health among Elderly
Renata Livramento (Centro Universitário UNA, Belo Horizonte, Brazil)

Flourishing among Women Bankers: A Strength Based Mental Health Study
Anindita Ghosh (Indian Institute of Technology Hyderabad, Hyderabad, India)

Positive Psychological Assessment: Perspectives from Clinicians in Training
Rhea Owens (University of British Columbia, Vancouver, Canada)
Scientific Programme

Other
12:00 - 13:30 Exhibit Hall

Lunch in the Exhibit Hall
Sponsored by Recruit Institute of Technology

The Recruit Institute of Technology (RIT) is an Artificial Intelligence research lab in Silicon Valley. We develop data management techniques and natural language processing techniques whose main goal is to improve the online services of our parent company Recruit Holdings. One of our focus areas explores whether technology can be used to steer people towards behaviors that make them happier (inspired by the science of happiness). We believe that the combination of ideas from AI and psychology can help create personal assistants that can respond to individual’s needs. We are developing the Joybot app to test out these ideas.

Emotions
13:30 - 14:30 Room 517D

Presidential Symposium
Chair: Barbara Fredrickson (University of North Carolina at Chapel Hill, Chapel Hill, United States)

Prioritizing Positivity 13:30 - 13:45
Lahnna Catalino (University of North Carolina)

Do Positive Spontaneous Thoughts Function as Incentive Salience? 13:45 - 14:00
Elise L. Rice (National Cancer Institute, Bethesda, United States)

Spirituality as a Path From and Toward Positivity 14:00 - 14:15
Patty Van Cappellen (Duke University, Durham, United States)

Positive emotions produce nonconscious and increasing motives for wellness behaviors 14:15 - 14:30
Barbara Fredrickson (University of North Carolina at Chapel Hill, Chapel Hill, United States)

Wellbeing
13:30 - 14:30 Room 520 A/B/C

Mini-Symposia: Hedonic vs. Eudaimonic Views of the Good Life/Well-being Literacy

This session will feature two mini-symposia on the topics of Hedonic vs. Eudaimonic Views and Well-being Literacy.

The first half will feature eudaimonia researchers who have come together to share their theoretical advances and their recent findings. The researchers have addressed different aspects of eudaimonic living, including orientations, experiences, and/or functioning. Hedonic vs. eudaimonic views of the good life: How exactly do they differ? Can they shed light on the parenting and well-being controversy? And how do they relate to worldviews?

The second half of this session will introduce the concept of wellbeing literacy using a working definition of “the vocabulary, knowledge and skills that are may be intentionally used to promote the wellbeing of oneself or others”.

What is the Difference between Eudaimonia and Hedonia? An Update on Theory and Research
Veronika Huta (University of Ottawa, Ottawa, Canada)
Scientific Programme

Our Beliefs about How the World Works Affect the Way We Seek a Good Life: How Worldviews Relate to Hedonic, Eudaimonic, and Extrinsic Priorities
Arthur Braaten (University of Ottawa, Ottawa, Canada)

Wellbeing Literacy: From Positive Education to Population Wellbeing Promotion
Lindsay Oades (University of Melbourne, Melbourne, Australia)

What Do Laypeople Understand about Wellbeing and how to Promote it? How is their Limited Understanding Hampering Population Wellbeing Promotion?
Lucy Hone (AUT University, Auckland, New Zealand)

Measures of Wellbeing Literacy: Top Down and Bottom up Approaches
Margaret L. Kern (The University of Melbourne, Melbourne, Australia)

Tackling the Controversy about Parenting and Well-Being: How Eudaimonic Values Shape the Well-Being Derived from Parenting
Veronika Huta (University of Ottawa, Ottawa, Canada)
Clinical Positive Psychology interventions: New Frontiers and Developments

Clinical positive interventions (PPIs) are the next frontier for the field of Positive Psychology. Although most positive interventions are originally designed to increase well-being and positive functioning in the general population, there is strong evidence that they can be useful to improve the psychological health of participants with mental health problems.

Mental health difficulties are not only a source of disability but also cause significant decreases in well-being and life satisfaction (Vazquez et al., 2015, J Happ Studies). PPIs can improve general well-being, thus alleviating mental health problems, which is a major justification for their implementation in clinical mental health services.

This symposium will present some exciting developments in the field of Clinical Positive Psychology. Although the majority of PPIs have been aimed at modifying mood states or even mood disorders, there is an emerging array of positive interventions in other clinical areas that deserve attention from researchers and practitioners. Accordingly, one of the presentations will systematically examine the effects of PPI’s in samples with a variety of mental disorders and physical health problems

(The effect of positive psychology interventions on well-being in clinical populations: A systematic review and meta-analysis). The authors will show results from a meta-analysis aiming to establish whether PPI’s are effective in enhancing well-being over a broad range of mental and physical disorders other than mood disorders exclusively. In Medicine and related fields there is a growing concern about how to personalize treatments to meet a patient’s specific needs (i.e., Personalized Medicine). Accordingly, Positive Psychology will have to refine its interventions to specifically identify individuals for whom PPI’s work better. There are novel procedures that allow selecting profiles of these types of patients. In one of the proposed contributions to the symposium (Towards personalizing treatment selection of positive interventions for depression) results from novel moderators analyses will be presented. These analyses, mainly used in genetics and neuroimaging, were drawn from a large sample of clinically depressed participants treated with a PPI program or a CBT program (Chaves et al., 2016, Cogn Ther Research). The authors will discuss the advantages of using these advanced analyses to select profiles of individuals who may benefit from a PPI intervention or not. This could open new ways to optimize PPI’s.

PPI’s are expanding to very heterogeneous clinical areas. The symposium will have a contribution about the possibility of using positive interventions in personality disorders. Testing the efficacy of PPI’s in personality disorders is very important, both from a theoretical and a practical point of view, since these disorders are trait-based and, therefore, psychological modifications are more challenging than for other episodic or transient disorders. One of the presentations (Positive Interventions for Dysregulated Emotions—Improving Acceptability and Perceived Relevance) will show results from a randomized controlled clinical study comparing a well-established treatment (Dialectical Behavior Therapy, DBT) and a positive intervention (Positive Psychotherapy, PPT). The results show that PPT is effective in treating symptoms of Borderline Personality Disorder. However, interestingly, clients tend to perceive PPT exercises focusing on positive emotions, character strengths and meaning as less effective and relevant to their symptoms. Implications will also be discussed. Finally, there is a growing interest in the intersection between new technologies and positive interventions. In one of the contributions to the symposium (Efficacy of a positive guided-imagery intervention in fibromyalgia patients), the authors will present results of a clinical trial comparing an active control condition to a variation of a well-known positive intervention (i.e., Best Possible Self) that is administered through a web platform using an interactive multimedia system. The confluence of new technologies in the field of Positive Psychology is an emerging field and this study will allow the opportunity to discuss the pros and cons of using them in clinical environments.

In sum, this symposium will offer the opportunity to present current trends (both from a conceptual and methodological perspective) in the field of Positive Psychology. Also, the symposium will be of interest for any attendant interested in the use of new methods to tailor positive interventions or knowing more about new fields of applications of PPI’s.

Authors:
-Farid Chakhss<sup>a</sup>, Jannis T. Kraiß<sup>a</sup>, Marion Spijkerman<sup>a</sup>, & Ernst T. Bohlmeijer<sup>a</sup>,
-Irene Lopez<sup>b</sup>, Covadonga Chaves<sup>b</sup>, Gonzalo Hervas<sup>b</sup>, & Carmelo Vazquez<sup>b</sup>,
-Tayyab Rashid<sup>c</sup>,
-Guadalupe Molinari<sup>d</sup>, Macarena Espinoza<sup>e</sup>, Ernestina Etchemendy<sup>e</sup>,
-Giulia Corno<sup>f</sup>, & Rosa Baños<sup>e</sup>,
-Chaves et al., 2016, Cogn Ther Research.

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-Tayyab Rashid<sup>c</sup>,
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Authors:
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-Irene Lopez<sup>b</sup>, Covadonga Chaves<sup>b</sup>, Gonzalo Hervas<sup>b</sup>, & Carmelo Vazquez<sup>b</sup>,
-Tayyab Rashid<sup>c</sup>,
-Guadalupe Molinari<sup>d</sup>, Macarena Espinoza<sup>e</sup>, Ernestina Etchemendy<sup>e</sup>,
-Giulia Corno<sup>f</sup>, & Rosa Baños<sup>e</sup>,
-Chaves et al., 2016, Cogn Ther Research.

Participants treated with a PPI program or a CBT program (Chaves et al., 2016, Cogn Ther Research). The authors will discuss the advantages of using these advanced analyses to select profiles of individuals who may benefit from a PPI intervention or not. This could open new ways to optimize PPI’s.

PPI’s are expanding to very heterogeneous clinical areas. The symposium will have a contribution about the possibility of using positive interventions in personality disorders. Testing the efficacy of PPI’s in personality disorders is very important, both from a theoretical and a practical point of view, since these disorders are trait-based and, therefore, psychological modifications are more challenging than for other episodic or transient disorders. One of the presentations (Positive Interventions for Dysregulated Emotions—Improving Acceptability and Perceived Relevance) will show results from a randomized controlled clinical study comparing a well-established treatment (Dialectical Behavior Therapy, DBT) and a positive intervention (Positive Psychotherapy, PPT). The results show that PPT is effective in treating symptoms of Borderline Personality Disorder. However, interestingly, clients tend to perceive PPT exercises focusing on positive emotions, character strengths and meaning as less effective and relevant to their symptoms. Implications will also be discussed.

Finally, there is a growing interest in the intersection between new technologies and positive interventions. In one of the contributions to the symposium (Efficacy of a positive guided-imagery intervention in fibromyalgia patients), the authors will present results of a clinical trial comparing an active control condition to a variation of a well-known positive intervention (i.e., Best Possible Self) that is administered through a web platform using an interactive multimedia system. The confluence of new technologies in the field of Positive Psychology is an emerging field and this study will allow the opportunity to discuss the pros and cons of using them in clinical environments.

In sum, this symposium will offer the opportunity to present current trends (both from a conceptual and methodological perspective) in the field of Positive Psychology. Also, the symposium will be of interest for any attendant interested in the use of new methods to tailor positive interventions or knowing more about new fields of applications of PPI’s.
Scientific Programme

The Effect of Positive Psychology Interventions on Well-being in Clinical Populations: A Systematic Review and Meta-analysis
Ernst Bohlmeijer (University of Twente, Enschede, Netherlands)

Towards Personalizing Treatment Selection of Positive Psychology Interventions in Clinical Depression
Covadonga Chaves (Tecmilenio University, Monterrey, Mexico)

Efficacy of a Positive Guided-imagery Intervention in Fibromyalgia Patients
Giulia Corno (Universitat de Valencia, Valencia, Spain)

Positive Interventions for Dysregulated Emotions - Improving Acceptability and Perceived Relevance
Tayyab Rashid (University of Toronto Scarborough, Toronto, Canada)
Romance and Research: The Importance of Responding Well for Relational Well-being

Positive psychology research indicates that one of the most important factors in human flourishing is building close relationships with others. In fact, Christopher Peterson coined the term “other people matter” to describe the foundational finding of positive psychology, and Martin Seligman designates “relationships” as a key pillar in his PERMA model of flourishing. 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 long-term healthy relationship. And of the relationships that do stay intact, many are merely languishing rather than thriving. Can positive psychology help couples strengthen and sustain their relationships? Although there is as yet no comprehensive response to this question, there are a number of promising findings and research streams that can be applied to romantic relationships.

In this interactive workshop, designed for anyone interested in exploring ways of applying positive psychology research to relationships, we will focus on the importance of responding well in relational interactions. Although interventions in positive psychology typically focus on how we can initiate more positivity in our lives, in relational contexts it can be just as important how we respond to what others initiate. Integrating ancient philosophical wisdom from Aristotle with contemporary scientific research by Sarah Algoe, Shelly Gable, John Gottman, Christopher Peterson, Martin Seligman, and others, we will consider the evidence for the importance of responding well in relationships and will put research results into practice through fun and powerful exercises.

Intended audience: Researchers, Practitioners, Students – anyone interested in exploring ways of applying positive psychology research to relationships.

Learning objectives:
1. Understand and evaluate the theoretical and empirical case for the significance of responding well for relational well-being.
2. Analyze one’s own relationships in light of the research.
3. Develop strategies for improving one’s responses in one’s own relationships.

Examples of exercises: This workshop is balanced between the presentation of content and the application of that content through interactive exercises. We intend to include five exercises, including a homework challenge. We describe these exercises here:

1. Aristotelian Friendship Exercise: We will invite attendees to consider a current, past, or anticipated/desired relationship. To what degree is this a relationship of pleasure or of utility? What are the upsides and downsides of these types of relationships? To what degree is this relationship a relationship of virtue, where the emphasis is on mutual growth toward optimal functioning? What are the advantages and challenges of relationships of this sort? How might Aristotelian insights and positive psychology research help support you in this relationship?
2. Bids and Responses Exercise: Attendees will be asked to consider a current, past, or anticipated/desired relationship. What are the sorts of bids that are made in that relationship? Which ones are answered easily? Which ones are not answered so easily? How might that relationship be improved by attending more carefully to how these types of relationships? To what degree is this a relationship of virtue, where the emphasis is on mutual growth toward optimal functioning? What are the advantages and challenges of relationships of this sort? How might Aristotelian insights and positive psychology research help support you in this relationship?
3. Active Constructive Responding: We will present the four kinds of responding identified by Shelly Gable in her research: Passive Destructive, Active Destructive, Passive Constructive, and Active Constructive. We will then invite participants to try out each of these responses to see how they feel. Finally, we will invite them to consider their current, past, or anticipated/desired relationships and practice how they might use active constructive responding more frequently.

4. Other-Focused Gratitude Exercise: We will invite participants to practice delivering self-focused vs. other-focused gratitude and discuss how this feels. We will also brainstorm best practices for delivering other-focused gratitude.

5. Strengths-Enabling Homework Exercise: Seligman, et al. (2005) found that when participants put their signature strengths to work in meaningful ways, they rated their strengths more highly and reported better well-being.
Positive Adulthood and Aging: Research Perspectives on Optimal Development

In the past, research on adulthood often has stressed coping with work and family demands and research on aging frequently has addressed combating or managing decline. The introduction of positive psychology to the study of adult development and aging in recent years promises to increase the field’s attention to aspects of flourishing in the second half of life. The exploration of positive psychology topics within the adult development domain can contribute to the understanding of how individuals may optimally develop throughout the lifespan. This symposium presents recent advances in the field of positive adult development and aging. Specifically, the talks presented here adopt a developmental lens with a focus on adulthood and aging to examine three central positive psychology topics: well-being, engagement, and prosocial behavior. The goal of the symposium is to discuss current findings on continued engagement and well-being in adult development and potential avenues for future research that is essential as the aging populations continue to grow.

In the first presentation, Laura Graham reports on a study examining adults’ narratives of moral elevation (i.e., the emotion associated with witnessing prosocial behavior) in relation to eudaimonic well-being. Specifically, narratives of past experiences of elevation were coded for growth and analyzed in relation to eudaimonia. The possibility that individuals may grow toward aspects of eudaimonia as a result of being elevated will be discussed.

In the second presentation, Thomas Chan analyzes data from a longitudinal study of a nationally representative US sample to explore trajectories of well-being through the retirement transition. Specifically, the presentation investigates the retirement conditions and preretirement resources that predict long-term well-being patterns. Implications will be discussed for researchers and practitioners concerned with promoting the well-being of retired people.

Finally, Jeanne Nakamura and Kelsey Procter report on an interview study of moral exemplars, exploring how individuals at retirement age are able to engage successfully in social innovation. Active engagement is a key element of successful aging. Social innovators engage in problem finding and problem solving – the central elements of the creative process – while tackling some of the world’s biggest social problems. The presentation will address how these individuals encounter a social issue (problem-finding) and how they go about finding a solution (problem-solving). Implications for pathways to positive aging will be discussed.

Mihaly Csikszentmihalyi will serve as the discussant for the symposium. He will consider the implications of the presentations for the study of positive developmental psychology across the lifespan.

Chair: Jeanne Nakamura (Claremont Graduate University, Claremont, United States)

The Elevated Good Life
Laura Graham (Claremont Graduate University, Claremont, United States)

Beyond Health and Wealth: The Psychosocial Resources and Retirement Conditions that Predict People’s Long-term Happiness Trajectories through the Retirement Transition
Thomas Chan (Claremont Graduate University, Claremont, United States)

Social Creativity: Problem Finding and Problem Solving among Social Innovators in the Second Half of Life
Jeanne Nakamura (Claremont Graduate University, Claremont, United States)

Positive Developmental Psychology Across the Lifespan
Mihaly Csikszentmihalyi (Claremont Graduate University, Claremont, United States)
Transformative Learning in the Service of Flourishing Human Enterprise: Using Positive Organizational Scholarship as a Foundation for Unique Action Learning Experiences

Preparing leaders for the challenge of creating flourishing human enterprise is at the forefront of undergraduate education today. The Center for Positive Organizations at the University of Michigan is meeting this challenge with the Magnify Immersion Program, a unique action learning experience grounded in Positive Organizational Scholarship (POS). Magnify engages students in unique POS research and applying it in partner organizations in a format that is designed around the principle of mutual benefit in a vibrant learning community. Magnify is led by a multi-disciplinary, cross-professional teaching team and has been successful in engaging businesses and community organizations in an exceptional learning experience that generates benefit for students, faculty, staff, business leaders, and partner organizations. This workshop is designed to share the principles that have guided the development of Magnify, to model the engagement of the Magnify teaching team by involving students, staff, faculty, and business leaders, and to inspire attendees to imagine their own program of action learning and POS.

Intended audiences: Educators, trainers, consultants, and teachers interested in using Positive Organizational Scholarship as a basis to re-imagine the potential for transformative education that contributes to flourishing human enterprise.

Outline: We propose a workshop that introduces attendees to the Magnify Immersion Program. Our basic assumption in the design of Magnify is that positively deviant classrooms can draw out students’ capacities to imagine greater potential for their own flourishing, and when this classroom experience is meaningfully connected to experiences of flourishing in businesses and community organizations the transformational potential is magnified. The program employs a multi-layered combination of pedagogical approaches to accomplish extraordinary impact, including: classroom activities focused on discussion and engagement with Positive Organizational Scholarship research, positive interventions that link to students’ lived experience, team-based experiential learning, active reflection, and action learning that brings students and human enterprises into relationship with one another. Two years of pilot data shows that this form of learning is enthusiastically embraced by students and by partner organizations.

Proposed format:
1. Welcome: (5 minutes). Jane Dutton will introduce the need for positive innovations in business education.
2. Teaching Team Panel: Introduction to the Magnify Program (15 minutes).
   This panel composed of a students, faculty, and staff will offer a brief overview of the impact of the Magnify program and a high-level description of the program design, including the Magnify action learning model. This model differs from typical project-focused models in that it emphasizes a positive strategic capability identified by the partner organization and students use an evidence-based tool, the Positive Organizing Framework, to analyze the positive strategic capability. This panel is also designed to demonstrate another of the Magnify teaching innovations, the active involvement of faculty, staff, and students working together as instructional leaders in a high-performing multi-disciplinary teaching team.
3. On-stage Interview: Welcoming as an Organizational Capability (10 minutes).
   Fred Keller, Founder and former Chair of Cascade Engineering, interviewed by Sierre Wolfkostin, Magnify graduate, 2016 cohort.
   This onstage interview will serve two purposes: First, the conversation will help attendees understand more deeply how Magnify offers mutual benefit for students and our business partners. Second, the focus will be on a key positive capability—creating a welcoming environment—that served as the focus for an action learning team at Cascade Engineering in 2016. While many organizations overlook the importance of this positive capability, this conversation will reveal the strategic importance of creating a welcoming environment.
4. Activity: Positive Organizing for Welcoming (20 minutes). We will invite attendees to participate in an interactive activity using the Positive Organizing Framework to analyze the capability for welcoming that has been evident in attendees’ IPPA experience. The on-stage interview will set the stage for attendees to think about the importance of welcoming. This activity will allow attendees to diagnose how IPPA could unlock even greater potential for this important capability. Any great ideas for unlocking the potential for making IPPA more welcoming will be passed along to the IPPA organizers and leaders—emanating the principle of mutual benefit at the heart of Magnify and generating the possibility of mutual benefit between this workshop and IPPA.
5. Conclusion: (10 minutes). Members of our teaching team will facilitate a closing conversation that helps attendees imagine how they could integrate Positive Organizational Scholarship into their own work. We will provide a number of resources that serve as inspiration and guidance, including syllabi and other teaching resources.

Learning objectives: (Bloom’s Taxonomy Levels 2, 3 & 6)
1. Understand basic design principles that inform the Magnify program and action learning in the field of Positive Organizational Scholarship.
2. Apply tools involved in action learning for Positive Organizational Scholarship to experience of attending IPPA.
3. Create a design for a learning experience that incorporates Positive Organizational Scholarship and action learning.

Examples of exercises: Magnify requests that each partner organization identify a positive capability that it is invested in developing, such as welcoming discussed above by Cascade Engineering. Each Magnify team employs the Positive Organizing Framework to guide their observations and analysis during their field placement. The Positive Organizing Framework is grounded in research, created as an extrapolation from the theoretical framework developed by Dutton, Worline, Frost, and Lilius (2006) to explain compassion organizing.
Scientific Programme

Wellbeing
13:30 - 14:30
Room 522

**Conversation Hour: Marty Seligman**
Chair: Martin Seligman (University of Pennsylvania, Philadelphia, United States)

Work & Organizations
13:30 - 14:30
Room 524 A/B

**Individual Podium Presentations: Work & Organizations**
Chair: Gregory Hennessey
Chair: Jessica Londei-Shortall (Université de Montréal, Montréal, Canada)

- **Unconventional Warcare: Supportive Student-veteran Housing with Reintegration Training as an Extension of Comprehensive Soldier and Family Fitness (CSF2)**
  Jeanine Ashforth (University of South Florida, Sarasota, United States)

- **The Link between Job Satisfaction and Life Satisfaction: Basic Need Satisfaction and Gratitude as Underlying Psychological Processes**
  Wenceslao Unanue (Universidad Adolfo Ibañez, Santiago, Chile)

- **A Multiple Case Study of the Influence of Positive Organizational Behavior on Human Resources**
  Michelle Geiman (Franklin University, Columbus, United States)

- **Neurodiversity - A Strength Based Approach to Autism and Work**
  Timo Lorenz (Freie Universität Berlin, Berlin, Germany)

- **Exploring Happy Work Life- Role of Human Resource Managers**
  Debjani Mukherjee (St.Thomas College, Bhilai, India)

- **The EVER Changing Organisation: What Happens When a Major International Retailer Begins Training Staff on Engagement, Values, Resilience & Empowerment**
  Jason Potvin (UTS, Sydney, Australia)

- **Plus Wellbeing: The World's Best Wellbeing Program**
  Aaron Jarden (Flinders University and SAHMRI, Adelaide, Australia)

- **Building Wellbeing and Resilience at Scale within the South Australian Correctional System**
  Karena J. Burke (Central Queensland University, Adelaide, Australia)

Other
14:30 - 15:30
Exhibit Hall

**Poster Session B in Exhibit Hall (Posters #300-500)**

- **Managers’ Positive Communication: Identifying Items for a 360 Assessment Tool**
  Amy Young (University of Michigan, Ann Arbor, United States)
| 302 | (Dis)satisfaction with Life Scale: Controlling Acquiescence through the Use of Negative Items |	Cristian Zanon (Universidade São Francisco, Itatiba, Brazil) |
| 303 | Love for High and Low Flow Activities in the United States and India |	Monica Montijo (Claremont Graduate University, Claremont, United States) |
| 304 | Conditional Independence: Development of a Grounded Theory to Enable Well Being in Productive Aging |	Marilyn Cole (Quinnipiac University, Stratford, United States) |
| 305 | I’ve Got Your Back: Utilizing Improv as a Tool to Enhance Workplace Relationships |	Jordana Cole (University of Pennsylvania, Philadelphia, United States) |
| 306 | A Mixed Methods Approach to Develop a Theory of Ikigai among Japanese College Students: Part I, Grounded Theory |	Shintaro Kono (University of Alberta, Edmonton, Canada) |
| 307 | A Mixed Methods Approach to Develop a Theory of Ikigai among Japanese College Students: Part II, Structural Equation Modeling |	Shintaro Kono (University of Alberta, Edmonton, Canada) |
| 310 | Using a Character Strengths-based Training Approach with Child Sexual Offenders to Address the Offending Cycle and Strengthen the Core Positive Self |	Tiffany Miner (University of New Mexico, Albuquerque, United States) |
| 312 | Accolade Courage as a Reflection of the Observer’s Values |	Cynthia L. S. Pury (Clemson University, Clemson, United States) |
| 313 | Virtues as Guides to Maximizing Well-being: A Theoretical and Empirical Exploration |	Cynthia L. S. Pury (Clemson University, Clemson, United States) |
| 314 | A Longitudinal Examination of Mindfulness and Grit within the Thai Culture |	Buaphrao Raphiphatthana (Victoria University of Wellington, Wellington, New Zealand) |
| 315 | The Association between Mindfulness and Grit: A Cross-cultural Comparison |	Buaphrao Raphiphatthana (Victoria University of Wellington, Wellington, New Zealand) |
| 316 | Positivity Pushes your End Away: How Positive and Neutral Points of View Affect Subjective Life Expectancy |	Susana Ruiz Fernandez (Leibniz Knowledge Media Research Center, Tuebingen, Germany) |
| 317 | Embodied Altruism: Using Gestures to Promote Generosity |	Susana Ruiz Fernandez (Leibniz Knowledge Media Research Center, Tuebingen, Germany) |
| 318 | Psychometric Properties of the Satisfacción Whith Life Scales in University Faculty of Jalisco, México |	José G. Salazar-Estrada (Universidad de Guadalajara, Ameca, Jalisco, Mexico) |
319  The Perception of the Manufacturing Industry Worker Regarding His Well-being and Sense of Coherence
José G. Salazar-Estrada (Universidad de Gudalajara, Ameca, Jalisco, Mexico)

320  Quality of Life Related to Health and Obesity of University Faculty of Jalisco, Mexico
José G. Salazar-Estrada (Universidad de Gudalajara, Ameca, Jalisco, Mexico)

321  Is Being Vulnerable a Good Thing? The Relationship between Taking Risks in Interpersonal Relationships, Positive Relationships, and Mental Health
Homer Hubbell (University of New Mexico, Albuquerque, United States)

322  Resilience and Thriving: What Does Learning and Growing from Stress Add to Just Bouncing Back?
Viridiana Garcia (University of New Mexico, Albuquerque, United States)

323  The Effect of Gratitude on Psychological Well-being and Affect of Women with Breast Cancer and Women with Depression
Joanna Sztachańska (SWPS University of Social Sciences and Humanities, Warsaw, Poland)

324  Gratitude Intervention for Women with Breast Cancer - A Daily Diary Study
Joanna Sztachańska (SWPS University of Social Sciences and Humanities, Warsaw, Poland)

325  Meaning, Self-efficacy, and Posttraumatic Growth in University Students: A Study of Tornado Impact and Survivor Resilience
Marcela Weber (University of Mississippi, University, United States)

326  Meaning, Self-efficacy, and Posttraumatic Growth in University Faculty and Staff: A Study of Tornado Impact and Survivor Resilience
Marcela Weber (University of Mississippi, University, United States)

327  Satisfaction is in the Eye of the Beholder? Relationship Satisfaction and Partner's Perspective on Intimacy, Conflict and Aggression
Jessica Kansky (University of Virginia, Charlottesville, United States)

328  Emotion Regulation Strategies and Expressivity Associated with Relationship Quality, Mental Health and Well-being
Jessica Kansky (University of Virginia, Charlottesville, United States)

334  Beyond the Feel-good-do-good Link: Exploring Mechanisms of Prosocial Behavior Interventions
Rachel Baumsteiger (Claremont Graduate University, Montclair, United States)

335  Effects of Gratitude Practice on Relationship Satisfaction and the Role of Perceived Superiority
Anomi Bearden (Red Deer College, Red Deer, Canada)

336  Mind Armour: Mental Wellness Education & Training for Occupational Stress & Trauma
Sajel Bellon (University of Western Ontario, London, Canada)
Scientific Programme

337  Eustress Humor Associated Mirthful Laughter Compared to Distress Differentially Modulates EEG Power Spectral Density across Brain Frequencies 1-40Hz: Predominance of Beneficial Gamma Frequency 30-40Hz
Lee Berk (Loma Linda University, Loma Linda, United States)

338  Positive Affect and Satisfaction Predict Eudaimonic Well-being in the Workplace
Daphné Bertrand-Dubois (Université de Montréal, Montréal, Canada)

340  Well-being, Psychological Capital and Work Characteristics in Workers of Social Interventions for Children in Chile
Marian Bilbao (Universidad de Santiago de Chile, Santiago, Chile)

341  Changes in Reports of Strengths across Adolescence
Tamar Blanchard (Fairleigh Dickinson University, Teaneck, United States)

343  Resilience, Meaning and Growth among Survivors of the August 2016 Louisiana Flooding
Gina Boullion (University of Mississippi, University, United States)

344  Enhancing Well-being in Educators
Brittany Branand (Claremont Graduate University, Claremont, United States)

345  The Importance of Self-compassion and Hope to Well-being and Other-focused Concern in People who Work for Social Change
Jenny Brennan (University of Pennsylvania, Philadelphia, United States)

346  Interpersonal Courage in Organizations

347  Gratitude Interventions and Depression - A Conceptual Review of Influence of Gratitude Trainings on Level of Depression
Bożena Burzyńska (SWPS University of Social Sciences and Humanities, Warszawa, Poland)

349  Evaluation and Positive Intervention Program on Transformational Leadership, Emotions, Work-engagement, Burnout, Happy Worker and Performance in an SME of Cordoba, Argentina
Estanislao Castellano (UNIVERSIDAD SIGLO 21, Cordoba, Argentina)

350  The Stability of Optimism, Interpersonal Trust, Self-efficacy, Success and Worthiness Positive Schemas in Early Adolescence
Kathlyn Cherry (University of Guelph, Guelph, Canada)

352  Toward Happy and Productive Workers: A Positive Resources Intervention in Work Context
Cristian Coo Calcagni (Universitat Jaume I, Castellón de la Plana, Spain)

353  Adaptation and Validity Evidences of LONG Dispositional Flow Scale (DFS) - General for Brazilian Culture
Claudia Hofheinz Giacomoni (Universidade Federal do Rio Grande do Sul, Porto Alegre, Brazil)

354  Exploring what Matters: Evaluating an 8-week Community Course that Aims to Boost Wellbeing and Enhance Social Cohesion
Keith Cowley (London School of Economics, London, United Kingdom)
Scientific Programme

355  Self-esteem Predicting Subjective Well Being beyond Big Five Factors of Personality
Aline da Silva Frost (Pontifícia Universidade Católica do Rio de Janeiro (PUC-Rio), Rio de Janeiro, Brazil)

357  Polyamorous Passions: How the Quality of Passion for Work and Leisure Affects Work-family Balance Satisfaction and Effectiveness
Flavie Dion-Cliche (UQAM, Montreal, Canada)

358  Revisiting the Empirical Distinction between Emotional, Psychological and Social Well-being: Additional Support for a General Factor of Well-being
Melissa Stiksma (George Mason University, Fairfax, United States)

359  What Personality Strengths Lead to Resilience? A Multiwave International Study
Melissa Stiksma (George Mason University, Fairfax, United States)

360  What Makes Life Meaningful? A Study of Urban Youth and the Relationship between Prosocial Tendencies, Civic Engagement, and Purpose in Life

361  FlourishWell4Life@Work: An Evidence-based and Individualized Blended Training Program to Develop Well-being and Happiness within Organizations
Alten Du Plessis (Stellenbosch University, Stellenbosch, South Africa)

362  Attentional Allocation Moderates the Beneficial Effects of Nature Exposure for Self and Other
Chris Egger (Claremont Graduate University, Claremont, United States)

363  Building Bridges between Psychotherapy and Positive Psychology Interventions
Jelena Katharina Becker (Chair of Organizational Research and Management, TU Braunschweig, Braunschweig, Germany)

365  Interpersonal Appreciation and Gratitude Contribute to Positive Relations with Others- Beyond Gender, Social Desirability, and the Big 5 Personality Factors
Nancy Fagley (Rutgers University-New Brunswick, Piscataway, United States)

366  Social and Emotional Impacts of Transcutaneous Vagus Nerve Stimulation
David Findley (University of North Carolina at Chapel Hill, Chapel Hill, United States)

14:50 - 15:10

367  Hope and Distress: The Moderating Role of the Search for Meaning
Ian Fischer (Indiana University-Purdue University Indianapolis, Indianapolis, United States)

368  The Effects of Locus of Praise Attention on Performance
Christina Fleck (Hofstra University, Hempstead, United States)

369  Planting Seeds of Inclusion, Social Connection and Well-being in an Inclusive Community Garden Project
Sonya L. Flessati (Mount Royal University, Calgary, Canada)
Scientific Programme

370 Knowledge Work Characteristics: Their Influence on Psychological Health  
Camille Francoeur-Marquis (Université de Montréal, Montreal, Canada)

371 The Effects of Professional Trajectories on the Orientations to Happiness and Life Satisfaction  
Fabian Gander (University of Zurich, Zurich, Switzerland)

373 Logical versus Social Strengths and Virtues Related to Satisfaction with Life in Neurodiverse and Neurotypical Populations - Quantitive Research Study  
Caroline Goldsmith (University of East London, London, United Kingdom)

374 Principal Component Analysis for Work Satisfaction  
Gustavo Eduardo Gomez (Sabana University, Chia, Colombia)

375 Quality of Work Life in Workers in the Informal Economy in Guadalajara, Mexico  
Raquel Gonzalez-Baltazar (University of Guadalajara, Guadalajara, Mexico)

377 The Role of Passion toward the Environmental Cause in Activists' Well-being  
Anne-Sophie Gousse-Lessard (Université Laval, Québec, Canada)

378 The Influence of Attachment Style and Social Networking Site Usage on Well-being, Self-esteem, and Loneliness  
Christy Grenon (University of British Columbia, Kelowna, Canada)

381 Helping and Happiness: Are the Emotional Benefits of Prosocial Behaviour Detectable in Criminal and Antisocial Actors?  
Katherine B Hanniball (Simon Fraser University, Burnaby, Canada)

382 Does it Take Courage to Start a Business?  
Benjamin Hardy (Clemson University, Clemson, United States)

383 Factorial Invariance of the Personal Growth Initiative Scale-II between Bisexual and Heterosexual Populations  
Kevin Harmon (Texas Tech University, Lubbock, United States)

384 Exploring Stress and Well-being in Dental Hygiene and Dental Therapy Students  
Marina Harris (University of Portsmouth, Portsmouth, United Kingdom)

386 Subjective Well-being - The Longitudinal Impact of Optimism, Hope and Self-efficacy Mediated by Flexible Goal Adjustment  
Kathrin Heinitz (Freie Universitaet Berlin, Berlin, Germany)

387 The Effect of Meditation and Mindfulness on Various Components of Attention  
Elizabeh Hicks (Marist College, Poughkeepsie, United States)

388 Interpersonal Guilt and the Light Triad of Personality  
Elizabeth Hyde (University of Pennsylvania, Philadelphia, United States)

389 The Mediating Role of Workplace Mindfulness in the Association between Anxiety and Depressive Symptoms and Work Presenteeism  
Carine Iarov (Université du Québec à Montréal, Montreal, Canada)
Scientific Programme

390  Investigating the Influence of Mindfulness on Cognitive Performance and Affect
     Faizan Imtiaz (Queen's University, Kingston, Canada)

391  Military Mental Training. A Program Designed to Broaden & Build the Psychological Immune System among Soldiers in the Danish Military
     Christian Jensen (Konsulentfirmaet Christian Jensen, Struer, Denmark)

392  What Works in Character Education: A Meta-analysis
     Keith Johnson (Fairleigh Dickinson University, Teaneck, United States)

393  Emotional Clarity as a Mechanism through Which Family Functioning Predicts Adolescent Well-being
     Lisa E Johnson (Temple University, Philadelphia, United States)

395  The Concentric Wellness Model
     Hillary Jones (Lakehead University, Thunder Bay, Canada)

396  Mindfulness Increases Gratefulness, which, in Turn, Predicts Increases in Happiness
     Paul Jose (Victoria University of Wellington, Wellington, New Zealand)

397  Effects of Warai, Laughter Therapy
     Yoshiko Kajiwara (Hagoromo University of International Studies, Sakai, Japan)

399  Increasing the Strength Knowledge of Japanese High School Students through Intervention of Character Strengths
     Kazuaki Kawashima (Kogakkan University, Ise, Japan)

401  Two Directions: Correlates of Directional Implicit Theories of Well-being
     Trina Kushnerik (University of British Columbia, Kelowna, Canada)

402  Training Workshop for the Large Preventive Positive Psychology Enhancing Family Well-being Project of Hong Kong Jockey Club FAMILY Project
     Tai Hing Lam (University of Hong Kong, Hong Kong, Hong Kong)

403  Positive Psychology Group Treatment for Health-care Staff Population in Hong Kong
     Jeffrey Chun Kei Lau (Hospital Authority, Hong Kong, Hong Kong)

404  The 'Strength Compass'. Results for Differences in Strength-profiles for Age, Gender, Mother-tongue-Langue and Possible Child Psychiatric Diagnosis in Children 6-16 Years Old
     Mette Marie Ledertoug (Aarhus University, Denmark, Copenhagen NV, Denmark)

405  The Influence of Motivation on the Subjective vs. Objective Experience of Obstacles that Interfere with Goal Pursuit
     Isabelle Leduc-Cummings (McGill University, Montreal, Canada)

406  Under pressure - The Interrelation between Time Pressure, Flow-experience and Personality While Preparing for Exams
     Corinna Peifer (Ruhr-Universität Bochum, Bochum, Germany)

408  “Please don't quit!” How Authentic Leadership Prevent Employee Turnover Intentions: The Mediating Role of Work Motivation
     Julie Levesque-Côté (Université du Québec à Trois-Rivières, Trois-Rivières, Canada)
Scientific Programme

410 Positive Politics: Exploring the Wellbeing Implications of Left-wing versus Right-wing Political Agendas
Tim Lomas (University of East London, London, United Kingdom)

411 Promoting Health and Wellbeing in Schoolchildren: Improvement of Social Relationships and Reduction of Chronic Stress
Mariana Lozada (Universidad Nacional del Comahue, Bariloche, Argentina)

412 The Role of Other-compassion in Relationship between Social Support and Stress
Jung Yi Ma (Ajou University, Suwon, Korea, Republic of)

414 Zen School - Learning how to Innovate by Self-reflection Achieved through Mindfulness
Madoka Maeno (Keio University, Yokohama, Japan)

415 Building a State of Wellbeing: A Population Approach to Wellbeing - A Prototype for the World
Aaron Jarden (Flinders University and SAHMRI, Adelaide, Australia)

416 Generational Diversity and Well-being at Work
Jesus Pelluch (Universitat Jaume I, Castellón de la Plana, Spain)

417 Strengths Use is the Secret of Happiness among the Blind
Shinichiro Matsuguma (Keio University School of Medicine, Tokyo, Japan)

418 Dispositional Optimism in Childhood: Assessment Using the Computerized Optimism Predictor Tasks in Children (TAPOC-i)
Cyntia Mendes de Oliveira (Universidade Federal do Rio Grande do Sul, Porto Alegre, Brazil)

419 How Mindfulness Interacts with Interpersonal Relationships: An Intensive Longitudinal Study Using Ecological Momentary Assessment
Laurence Morin (Université du Québec à Montréal, Montréal, Canada)

420 Meaning in Life, Response to Uncertainty and Depressive Symptomology
Jessica Morse (Colorado State University, Fort Collins, United States)

421 Benefits of Mindfulness on Quality of Life in Graduate Students and Mediational Effects of Perfectionism
Alicia Nordstrom (Misericordia University, Dallas, United States)

422 The Effects of Overt-covert Narcissism on State-forgiveness Mediated by Humiliation
Mami Numata (University of Tsukuba, Tsukuba, Japan)

423 Aspects of Wellness: A Physiological Study of Obesity Stigma
Michael D. Oliver (University of Tennessee - Knoxville, Knoxville, United States)

424 Does the Instruction of Strengths-based Conceptualization Hinder or Enhance Student Learning of Psychopathology and Reduce Stereotypes?
Rhea Owens (University of British Columbia, Vancouver, Canada)

426 How Can Managers Promote Autonomous Motivation at Work? A Review of Self-determination Theory on Managers' Positive Contribution to Employees' Functioning
Anne-Marie Paiement (Université de Montréal, Montréal, Canada)
<table>
<thead>
<tr>
<th>No.</th>
<th>Title</th>
<th>Speaker and Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>428</td>
<td>No Best before Date: Thriving at Work during Late Career</td>
<td>Maritha Peens (Fielding Graduate University, Santa Barbara, United States)</td>
</tr>
<tr>
<td>429</td>
<td>An Implicit Self-compassion Training: Its Effects on Self-critical Tendencies</td>
<td>Viviane Poirier (UQAM, Montréal, Canada)</td>
</tr>
<tr>
<td>430</td>
<td>Measuring Psychological Capital: Standardization of the Compound PsyCap Scale (CPC-12)</td>
<td>Jan Puetz (Freie Universitaet Berlin, Berlin, Germany)</td>
</tr>
<tr>
<td>431</td>
<td>What Comes before Romantic Passion? Attachment and Autonomy Support as Determinants of Romantic Passion</td>
<td>Maylys Rapaport (Université du Québec à Montréal, Montréal, Canada)</td>
</tr>
<tr>
<td>432</td>
<td>Length of Recovery as a Predictor of Happiness in Alcoholics</td>
<td>Bob Reese (Jefferson College of Health Sciences, Roanoke, United States)</td>
</tr>
<tr>
<td>433</td>
<td>Exploring Individual Variables Associated with Authentic and Servant Leadership</td>
<td>Cécile Renucci (Université du Québec à Montréal, Montréal, Canada)</td>
</tr>
<tr>
<td>435</td>
<td>Hedonic and Eudaimonic Well-being in School Children: A Qualitative Investigation</td>
<td>Chiara Ruini (University of Bologna, Bologna, Italy)</td>
</tr>
<tr>
<td>438</td>
<td>Promoting Organizational Justice in the Healthcare Organization Context</td>
<td>Marisa Salanova Soria (University Jaume I, Castellón de la Plana, Spain)</td>
</tr>
<tr>
<td>439</td>
<td>The Impact of Using a Strength Based Coaching Approach on Young Athletes</td>
<td>Matthew Scholes (La Trobe University, Australia, Melbourne, Australia)</td>
</tr>
<tr>
<td>440</td>
<td>Self-efficacy as a Mechanism Linking Daily Stress to Positive and Negative Mental Health: A Three-wave Cross-lagged Study</td>
<td>Pia Schönfeld (Ruhr-Universität Bochum, Bochum, Germany)</td>
</tr>
<tr>
<td>441</td>
<td>Rasch Analysis of the Life Orientation Scale</td>
<td>Lusilda Schutte (North-West University, Potchefstroom, South Africa)</td>
</tr>
<tr>
<td>443</td>
<td>Hope, Optimism and Subjective Well-being: The Mediating Role of Problem-focused Coping</td>
<td>Mackenzie Shanahan (Indiana University-Purdue University Indianapolis, Indianapolis, United States)</td>
</tr>
<tr>
<td>444</td>
<td>Is Too Much of Happiness Real Happiness? Challenge of Self-compassion</td>
<td>Kshamta Sharma (XLRI, Jamshedpur, India)</td>
</tr>
<tr>
<td>445</td>
<td>Comparison of Well-being of the Psychoeducational Volunteers in Neighborhood and the Office Workers for Public Schools Measured with the Japanese Version of PERMA-Profiler</td>
<td>Toru Shiotani (Kanazawa Institute of Technology, Nonoichi, Japan)</td>
</tr>
<tr>
<td>446</td>
<td>A “Mentoring Personality”? College Students’ Hopefulness Affects the Perceived Value of Having a Mentor</td>
<td>Wendelyn Shore (Pacific Lutheran University, Tacoma, United States)</td>
</tr>
</tbody>
</table>
Scientific Programme

448  Socially Anxious Individuals Particularly Benefit from Situational Social Acceptance... When the Paradigm Used Is Valid
Vanessa Simard (Université du Québec à Montréal, Montreal, Canada)

449  Spiritual Intelligence and Positive Mental Health: The Value of Personal Meaning Production and Spiritual Practice
Alena Slezackova (Masaryk University, Faculty of Arts, Brno, Czech Republic)

451  Happy Worker in Argentina: How Satisfaction with Job Resources is Related with Emotions, Engagement and Burnout
Carlos Spontón (Universidad Siglo 21, Córdoba, Argentina)

452  What Differentiates Passionate from Non-Passionate Individuals ? A Look at the Search and Experience of Pleasure
Ariane C. St-Louis (Université du Québec à Montréal, Montreal, Canada)

453  The Change of Office for Psychiatric Open Care Employees - Does it Work in an Open Space Environment?
Åsa Stöllman (Uppsala University, Uppsala, Sweden)

454  Positive Affect, Attention & Memory: How the Gratitude Letter Intervention Changes the Cognitive Processing of Negative & Positive Words
Bryant Stone (John Carroll University, University Heights, United States)

455  Experiencing PERMA as Potential Burnout-prevention for Psycho-social Professionals
Philip Streit (Institute for Positive Psychology and Mental Coaching, Graz, Austria)

456  Happiness, Grit, and Personality Type: A Correlational Pilot Study among First Time in College Students.
Jeannette Sullivan (Florida Atlantic University, Boca Raton, United States)

459  Be Careful what you Wish for... your Children: The Moderating Effect of Parents’ Aspirations for their Children on the Relationship between Adolescents’ Aspirations and Self-esteem
Jeanne Tessier (Université de Montréal, Montreal, Canada)

460  Volunteering is Associated with Better Well-being, but Only When Volunteers Feel Respected
Dwight C K Tse (Claremont Graduate University, Claremont, United States)

462  Design, Validity and Fiability of a Multidimensional Survey Focus in the Measurement of the Positive Occupational Mental Health
Julio Vázquez (University of Guadalajara (Mexico), Guadalajara, Mexico)

463  Passion and Basic Need Satisfaction in Youth Soccer Players’ Optimal Functioning over Time: A Three-year Examination
Jérémie Verner-Filion (Université du Québec à Montréal, Montréal, Canada)

464  Individual Strengths Promoting French-Canadian Emerging Adults´ Civic and Political Involvement
Marie-Pier Vézina (Université du Québec à Montréal, Montréal, Canada)

465  Dimensions of Leisure Activities in European Adolescents: How Do Structure, Social Contact and Effort Relate to Personality and Subjective Well-being?
Fabian Gander (University of Zurich, Zurich, Switzerland)
Scientific Programme

466  A Study of Self-transcendence and Psychological Flexibility in a College Student Sample: The Mediational Role of Meaning in Life
Lauren Weathers (University of Mississippi, University, United States)

467  Resilience, Parenting Stress and Life Satisfaction among Adoptive and Nonadoptive Parents
Lidia Weber (Federal University of Parana, Curitiba, Brazil)

468  Meta-analyses of Positive Psychology Interventions on Wellbeing and Depression: Reanalyses and Replications
Carmela, Anna White (University of British Columbia, Kelowna, Canada)

469  Companionate Love Cultures at Work? An Exploratory Study of the Impact of Emotional Facets of Organizational Culture for Employees from Underrepresented Groups in Tech
Natasha Wilder (Claremont Graduate University, Claremont, United States)

Wellbeing
15:30 - 16:30
Room 517D

Invited Speaker: Laura King

Meaning and Randomness
Laura King

Health
15:30 - 16:30
Room 520 A/B/C

Contributions to Positive Health Award Lecture: Positive Affect Intervention to Help People Cope with Health-Related Stress: Progress, Promise, and Lessons Learned

* Organized by IPPA’s Health & Wellness Division *

The International Positive Psychology Association’s Positive Health and Wellness Division gives the “Contributions to Positive Health” Award to recognize individuals with long and distinguished careers who have made a notable impact on the field of positive health. The Award at the 5<sup>th</sup> World Congress will go to Judith Moskowitz, PhD, MPH, Professor of Medical Social Sciences at Northwestern University’s Feinberg School of Medicine. Trained as a social psychologist, Professor Moskowitz studies the impact of positive emotion on adjustment to health-related and other life stress. As evidence accumulates for the unique beneficial effects of positive emotion in the context of stress, researchers are developing interventions that specifically target positive emotion for people living with chronic conditions. In this lecture, Professor Moskowitz will review evidence for efficacy of positive emotion interventions and discuss lessons learned about what works and for whom.

Chair: Gail Ironson (University of Miami, Coral Gables, United States)

Award Lecture
Judith Moskowitz (Northwestern University Feinberg School of Medicine, Chicago, United States)
Expanding Boundaries and Forging New Frontiers

In 1998, Seligman called for a reorientation of the science of psychology back towards its original roots of making "the lives of all people more fulfilling and productive" via a subdiscipline that would focus scientific inquiry on the good life and well-being. Positive psychology was, in essence, proposed in an endeavour to expand the boundaries of traditional psychology. In that same pioneering spirit, this symposium aims to expand the boundaries of, and forge new frontiers for, positive psychology. Our three speakers, from different institutions in Canada and Israel, with collective expertise in positive, existential, social, and environmental psychology, aim to shine additional light on areas within positive psychology that have received less focus.

Firstly, we discuss expanding the boundaries of positive psychology with regard to which experiences are considered. With the notable exception of studies on post-traumatic growth, our field’s focus on the positive has left us knowing too little about the many instances of growth, mastery, and character building that can develop out of negative life events. Our daily lives are replete with both positive and negative experiences involving triumph and struggle, accomplishment and frustration, confidence and doubt. Indeed, fully engaging in life necessarily means the opposite of a travelling along a “flat line” (Baththyany & RussoNetzer, 2014; Kashdan & Biswas-Diener, 2014; Lamothe, 2005; Maslow, 1962; Milner, 1934). From both a theoretical and empirical stand, we discuss the benefits that can be gained from so-called “negative” daily experiences. Results will be presented from a two-week intervention which compared reflecting, three times a week, on the benefits, “gifts”, and simple daily pleasures received to reflecting on both the positive and negative events of the day. Compared to participants who focused only on positive daily experiences, participants who reflected on both the positive and negative experiences of their daily lives exhibited a significantly greater shift in gratitude at the end of the two weeks. Additionally, analysis of the qualitative responses from the “positive-negative” group revealed themes of increased self-confidence, self-awareness, and overall understanding of self; themes that were not identified in the responses of participants in the positive-only condition. Implications of these findings will be discussed with regard to how gratitude-based positive psychology interventions could be enhanced by incorporating reflections on the full range of daily experiences.

Next, we discuss expanding the boundaries of positive psychology beyond “subjective well-being”, to embracing existential and spiritual aspects of being human, and expanding self-boundaries. Spirituality has played a key role in human experience throughout history and across cultures (Benson, Roehlkepartain & Rude, 2003; Vaughan, 2002), and plays an integral part in the lives of many individuals today, whether within or outside of organized religions (e.g., Benson, Scales, Svvertsen & Roehlkepartain, 2012). Spirituality is viewed as a personal quest for understanding ultimate questions concerning meaning and the relationship with the sacred or transcendent (Koeing, McCullough & Larson, 2001), and is positively associated with greater mental and physical well-being (e.g., Van Dierendock & Mohan, 2006). Positive psychologists agree that spirituality signifies a part of the good life and a potential resource for optimal development (e.g., Emmons, 2006; Seligman & Csikszentmihalyi, 2000) which “offers a unique set of resources for living” (Pargament & Mahoney, 2009; p. 616). Yet, the nuances of spiritual experiences, and in particular processes of spiritual change and growth, remain relatively underdeveloped. Very few studies have addressed the actual process of spiritual change directly, and specifically the manner in which it is perceived from the experiencers’ perspective. Findings from a qualitative-phenomenological exploration of the experience and meaning of deep personal spiritual change will be presented, portraying eudaimonic development, comprising two complementary processes: ‘deep within’ (the spiritual-psychological facet) and ‘above and beyond’ (the spiritual-transpersonal facet). This process involved new insights and perspectives regarding self and others, culminating in a strengthened sense of self, development of a deep sense of connection to others, and a prosocial commitment characterized by generativity and active contribution. Supporting resources, both personal-internal and external-environmental that enabled and maintained such self-led transformational process, will also be presented.

Lastly, we discuss expanding the boundaries of positive psychology beyond the well-being only of humans, to include the well-being of the nonhuman natural world—a system that we are not interlopers to, but rather, inherent participants within (O’Neill & Kahn, 2000). The founding fathers of positive psychology called for attention to be focused on individual, social, and environmental health. Yet in the past 17 years, little attention has been paid within our field to the intersection of these issues. As Csikszentmihalyi noted in his address at the Fourth World Congress of Positive Psychology in 2015, at this time of climate change and increasing environmental degradation, it is vital that we recognize the symbiotic, bi-directional relationship between human well-being and the well-being of the larger natural world. We suggest there is value in a more eco-centered view, wherein our relationship to the (rest of the) natural world is seen as a mutually beneficial, cyclical relationship of flourishing. As a context that seems to encourage human thriving, the natural environment has great potential as a resource for healthy people, communities, and environments. Findings, from various labs, will be presented that demonstrate how research in environmental psychology can inform positive psychology. Thus, we examine forging a new frontier that merges positive psychology with conservation/environmental psychology in order to promote sustainable well-being and flourishing for all of life.

Chair: Holli-Anne Passmore (University of British Columbia, Kelowna, Canada)
Coaching & Practice
15:30 - 16:30
Room 519 A/B

Professionalising Positive Psychology: Is There a Need to Develop Guidelines for Training and Regulation?

Although positive psychology was initially conceived as more a shift in perspective (towards the "positive") than a new field per se, in pragmatic terms, it is arguably beginning to function as a distinct discipline, with people self-identifying as “positive psychologists.” Thus, this conversation hour explores whether it is time for the field to start developing a system of professional (e.g., ethical) guidelines to inform the practice of positive psychology. This means asking questions around who has the ‘right’ to practice positive psychology, and how best practice can be supported and upheld.

In the first half of the hour, the discussion will be focused around one set of proposals in which the field might be professionalised and regulated. Specifically, the panel will consider a paper by Tim Lomas and Itai Ivtzan published in October 2016 in the International Journal of Wellbeing [Lomas, T., & Ivtzan, I. (2016). Professionalising positive psychology: Developing guidelines for training and regulation. International Journal of Wellbeing.]. This paper outlines one possible system of professionalization (e.g., the development of ethical protocols), drawing on guidelines in counselling and psychotherapy. Moreover, it advocates the creation of two tiers of professional identity within positive psychology. Firstly, people with a master’s qualification in positive psychology might label themselves “positive psychology practitioners.” Secondly, the paper raises the possibility of creating a professional doctorate in PP which would enable graduates to assume the title of “positive psychologist.”

This paper will be used as a starting point for a discussion, in which the various panel members - which together have a range of perspectives on the issues in question – can debate these timely and important issues. Then, in the second half of the hour, the discussion shall be opened up (i.e., away from the paper specifically), allowing for questions, and interaction with the audience. As such, we hope that the discussion hour as a whole will contribute towards a dialogue within the field around issues such as ethics, regulation, and accreditation, thus helping positive psychology to develop further over the years ahead.

Chair: Tim Lomas (University of East London, London, United Kingdom)
Chair: James Pawelski (University of Pennsylvania, Philadelphia, United States)
Chair: Aaron Jarden (Flinders University and SAHMRI, Adelaide, Australia)
Chair: Marcia Ryan (Wellbeing Works, Sandringham, Australia)
Chair: Lusilda Schutte (North-West University, Potchefstroom, South Africa)
Unleashing the Potential of Female Leaders: Using Positive Psychology to Help Women Gain True Confidence, Career Clarity, Vibrant Wellbeing & Leadership Success

The economic and business cases for reaching gender equality are now irrefutable. As a result organizations are investing in training programs, recruitment quotas, and change initiatives. And while there is no doubt that over the last decade that some female leaders have made giant leaps forward and are shining a light on all that is good and possible for women, the numbers clearly show that despite our good intentions and genuine efforts are falling well short of our goals.

Women hold 17.7 per cent of government minister positions around the world; lead four per cent of the S&P 500; 15.4 per cent of the ASX 200 in Australia; and a mere seven out of the FTSE 100 in the United Kingdom. In fact, as reported in research conducted by The Guardian, there are more men with the name John than there are women leading United Kingdom companies, data that is also reflected in the United States market, but on a much greater scale.

The truth as Sheryl Sandberg recently wrote in The Wall Street Journal is “At the current pace of progress, we are more than one hundred years away from gender equality in the C-suite. If NASA launched a person into space today, she could soar past Mars, travel all the way to Pluto and return to Earth ten times before women occupy half of C-suite offices. Yes, we’re that far away.”

So how might positive psychology help?

This was the question a leading Australian bank asked me in 2012. Together we co-created a program for 300 women at all levels in their technology group that fused the latest research in positive psychology, neuroscience, leadership development, gender science and wellbeing principles into a cutting-edge training program and supportive coaching community that delivered real results.

In fact the career and life affirming changes we witnessed in the women who joined us have, quite honestly, both humbled us and blew our minds. So we asked positive psychology researchers from Melbourne University to conduct an independent qualitative review of the program to better understand what was unfolding. At an individual level the researchers found that the women reported:

- A range of personal outcomes including personal growth, increased confidence, and more self-acceptance
- A range of relational benefits including increased networks, increased quality of relationships, and an enhanced sense of community
- They were using the knowledge they gained to enact change in their lives and felt the program had equipped them with tools, strategies, and networks to help them cope with difficulties and deal with uncertainty.

They also discovered that:

- The program played a substantial role in encouraging and supporting women to pursue new career opportunities.
- The program contributed to systemic and cultural change by shifting attitudes towards gender diversity and workplace flexibility.
- The program influenced recruitment practices and showcased career opportunities in technology to other women in the bank.

In fact, the program was so impactful that it won The Chairman’s Award for Best Diversity Initiative across the bank. In this workshop I’ll share:

- The challenge organizations face in unleashing the potential of their female leaders and why this conversation has become stuck in most workplaces.
- The evidence-based roadmap we taught the women and how this integrated positive psychology practices that could fit into their busy lives.
- The important role coaching circles played in delivering the outcomes achieved in this program.

what you can do to leverage the learning.
The past, Present and Future of Hope: Honoring the Legacy of Shane J. Lopez

Shane J. Lopez committed nearly two decades of scholarly work to demystifying hope and was the world’s leading hope researcher prior to his tragic passing in July, 2016. According to hope theory (Lopez, 2013; Snyder, 1994, 2002), hope reflects individuals’ perceptions regarding their capacities to:
(1) clearly conceptualize goals;
(2) develop the specific strategies to reach those goals (pathways thinking); and
(3) initiate and sustain the motivation for using those strategies (agency thinking).

Snyder’s theoretical model of hope has been extensively studied in recent years and Shane Lopez was a driving force behind much of the hope research conducted worldwide in the past decade. Higher levels of hope have been found to be associated with improved academic performance (Gallagher, Lopez, & Marques, in press), improved athletic performance (Curry et al., 1997), and improved well-being both in terms of the absence of indicators of mental illness (Chang, 1998; Snyder et al., 1996; Arnau et al., 2007) and the presence of indicators of mental health (Gallagher & Lopez, 2007; Snyder et al., 1996). Shane was the author of the Making Hope Happen book that helped to bring the science of hope to the public and was co-editor of the forthcoming Oxford Handbook of Hope. Shane was also instrumental in bringing hope into classrooms across America through the work he did with the Gallup Student Poll, which has been used to measure the hope, engagement, and well-being of more than a million students in America.

In this symposium we hope to honor the memory of Shane J. Lopez and to share updated insights into the current status and future directions of hope theory. Summaries of the latest research on hope will be presented, including discussions of hope as a pathway to well-being and the ways in which hope may function in a cultural context. Lisa M. Edwards will present on recent and ongoing work examining the cultural context of hope, including findings regarding the equivalence of hope across cultures and how the benefits of hope manifest themselves in diverse groups. Susana Marques will present on her international work examining the benefits of hope, including evidence to date regarding the academic, psychological, and physical benefits of hope in Portuguese youth, and how the efficacy of interventions to promote hope are consistent across countries. Jennifer Teramoto Pedrotti will present on recent findings examining the value of studying hope in academic contexts, including what we know about how brief interventions can have robust effects on hope, how hope can help children work towards their goals, and how the benefits of hope in academic settings are relevant across cultural contexts. Matthew W. Gallagher and Sarah D. Pressman will provide introductory and concluding remarks about the current status and future directions of hope research and the ways in which Shane’s legacy of helping to make hope happen can continue.

Chair: Matt Gallagher (University of Houston, Houston, United States)

Making Hope Happen in School: Benefits and Strategies
Jennifer Teramoto Pedrotti (California Polytechnic State University, San Luis Obispo, United States)

A Cultural Context Lens of Hope
Lisa Edwards (Marquette University, Milwaukee, United States)

Hope in Portuguese Children and Youth: Results from 10 Years of Research
5th World Congress on Positive Psychology, 
July 13-16, 2017, 
Montreal, Canada

Scientific Programme

Strengths & Virtues
15:30 - 16:30

The Becoming: Explore, Express, Apply & Enhance your Strengths to Become a Better Person

Post-secondary setting offers young adults a unique opportunity to become the kind of person they want to be, optimistic, loving & creative. Weaving this potential, Flourish, a strengths-based, multiple-award winning program at the University of Toronto Scarborough, Canada, has been offering “The Becoming Workshops” for the past three years. These full day workshops are evaluated through pre-post & follow-up assessments. Results indicate that compared to participants in the control group, who only completed assessment, workshop participants reported an increase in in well-being, decrease in stress and improved student engagement. After presenting the empirical foundations of the program, this 60-minute workshop, led a clinical psychologist, a career counsellor, a physical activity coordinator and a student leader, will engage participants in four experiential exercises, each lasting for approximately ten minutes. These four exercises specifically target enhancing emotional, physical and academic resilience towards self-growth. Participants will be provided a comprehensive handout and resource guide and access to an online assessment portal which can help them to assess their customized workshop in a variety of educational settings.

This workshop is organized around four experience, activities in which participants will:

a. Explore strengths from emotional and cognitive dimensions
b. Express strengths by participating in a team building physical activity, which also allows them to spots strengths in others
c. Apply practical wisdom skills, i.e., know-how of strengths towards self-growth
d. Enhance personal strengths by selecting and striving towards a personally meaningful goal

Chair: Ruth Louden (University of Toronto, Toronto, Canada)
Chair: Tayyab Rashid (University of Toronto Scarborough, Toronto, Canada)
Chair: Laurie Wright (University of Toronto Scarborough, Toronto, Canada)
Chair: Aryel Maharaj (University of Isfahan Toronto, Toronto, Canada)

Emotions
15:30 - 16:30

Conversation Hour: Barbara Fredrickson

Chair: Barbara Fredrickson (University of North Carolina at Chapel Hill, Chapel Hill, United States)

Strengths & Virtues
15:30 - 16:30

Individual Podium Presentations: Strengths & Virtues

Chair: Willibald Ruch (University of Zurich, Zurich, Switzerland)
Chair: George Valliant

Measuring the Perceived Moral Value and Elevating Effect of Character Strengths: Correlations and Mediation between Emotion, Ratings of Value and Definitional Accuracy, and Identification
Alexandra Blickhan (Anglia Ruskin University, Cambridge, United Kingdom)

Are there Character Strengths Differences between Heterosexual and Lesbian, Gay and Bisexual Individuals?
Nadav Antebi-Gruszka (City College of New York, New York, United States)
Scientific Programme

The Effects of Ethics-embodied Mindfulness and Secular Mindfulness on Well-being and Prosociality
Siyin Chen (Wilfrid Laurier University, Waterloo, Canada)

Micro-encouragements: A Pilot-study
William Steven Saunders (University of Central Florida, Clermont, United States)

Good Character in Adolescents’ Friendships: The Relationship of Character Strengths with Positive Friendship Functions and Friendship Satisfaction
Fabian Gander (University of Zurich, Zurich, Switzerland)

Exploring Virtues by Means of the Emotional Stroop Paradigm
Rocio Hernandez-Pozo (National Autonomous University of Mexico, Cuernavaca, Mexico)

Wellbeing
16:45 - 18:15
Room 517D

Saturday Afternoon Plenary Session

TED-Style Talk - Positive Psychology & Impacting Policy
Darren Coppin (Australia)

Loss, Trauma and Human Resilience: From Heterogeneity to Flexibility
George Bonanno (Columbia University, New York, United States)

Other
18:30 - 20:00
Room 710

Saturday Night Party to Celebrate IPPA’s 10th Anniversary

Be sure to attend the World Congress Party on Saturday night featuring unique tastes and Cirque Éloize. Montréal is famous for its cuisine and its circuses, so you won’t want to miss out. Enjoy food stations featuring Quebec specialties and take in performances from one of the world’s leading contemporary circuses. Take advantage of this festive opportunity to network and celebrate with colleagues. Guest Registrations are still available for purchase at the onsite registration desk.
Scientific Programme

Sunday, 16 July 2017

Biological Aspects
08:00 - 09:00

Room 517D

Sunday AM Plenary Session

Flourishing As We Age: A View From Our Telomeres
Elissa Epel (University of California San Francisco, San Francisco, United States)

Culture & Global Issues
09:15 - 10:15

Room 517D

Founders Symposium: Mihaly Csikszentmihalyi

Towards a Planetary Consciousness
What is the contribution Positive Psychology can make to the global society evolving on this planet - which could result either in an unprecedented flowering of life, or in its total extinction?

Chair: Mihaly Csikszentmihalyi (Claremont Graduate University, Claremont, United States)

Work & Organizations
09:15 - 10:15

Room 520 A/B/C

Positive Organizational Intervention Challenge Finals

The Positive Organizational Intervention Challenge is a competition for members of the International Positive Psychology Association’s Work and Organization Division that is designed to identify components of an “exceptional positive intervention,” and to innovate positive psychology-based interventions for the workplace. Three finalists will present their proposed intervention to a panel of experts and a winner will be chosen. Join us to cheer on the finalists and engage in this value discussion and learning opportunity!

Leveraging Mistakes to Foster Positive Relationships Using Mindfulness
Hitomi Katsumi (University of Michigan and Japan Positive Psychology Association)

Leading with Courage
Dina Pozzo (University of Melbourne)

The PEPtalk intervention: Passion, Energy, Performance, Works!
Jessica van Wingerden (Erasmus University Rotterdam)
Multicomponent Positive Psychology Interventions: State-of-Art, Innovation and Impact

There is a rapidly growing number of studies investigating the effectiveness of positive psychology interventions on happiness, mental and physical health. Systematic reviews and meta-analyses of these studies have found small to moderate effect sizes for well-being and distress (Sin & Lyubomirsky, 2009; Bolier et al., 2013). Parks & Biswas-Diener (2013) and Schueller & Parks (2014) have proposed to define an intervention as a positive psychology intervention if evidence exists that is successfully increases positive feelings, behaviors and/or cognitions. Recently there has been a growing interest in combining specific positive psychology interventions into so-called multicomponent positive psychology interventions (MPPIs). This symposium brings together some innovative studies with MPPIs in different settings. The first study presents the short- and long-term effects of a MPPI implemented as guided self-help for people with suboptimal levels of well-being. It also addresses relative mediating effects of positive psychological skills. The second study will present the results of a trial on the effects of a MPPI for people who suffered an acute coronary syndrome. Part of this study is finding the optimal combination of positive psychological exercises. The third study will present a meta-analysis assessing the effects of MPPIs on wellbeing, depression and anxiety across studies. The fourth presentation presents results from a study evaluating the effects of a multicomponent positive affects skill intervention for people with elevated depression in comparison with a control group daily reporting emotions.

Chair: Ernst Bohlmeijer (University of Twente, Enschede, Netherlands)

The Efficacy of Multi-component Positive Psychological Interventions: A Meta-analysis of Randomized Controlled Trials
Tom Hendriks (Anton de Kom University of Suriname, Paramaribo, Suriname)

An Online Positive Affect Intervention for People with Elevated Depression: Preliminary Data from the MARIGOLD Study
Judith Moskowitz (Northwestern University Feinberg School of Medicine, Chicago, United States)

How to Flourish in Everyday Life? A Randomized Controlled Trial of a Multicomponent Positive Psychology Self-help Book with Email Support
Marijke Schotanus-Dijkstra (University of Twente, Enschede, Netherlands)

The Positive Emotions after Acute Coronary Events (PEACE) Intervention: Design, Rationale and Results of a Factorial Design Study
Jeff Huffman (Harvard Medical School/Massachusetts General Hospital, Boston, United States)
The Purpose of Having a Purpose: A Lifespan Perspective

A sense of purpose can be powerful, helping people tolerate pain, push through illness, achieve great things, live longer, and be motivated to face each day. It is increasingly included in models of wellbeing, lauded as more important than hedonic happiness. Yet the search for purpose can be challenging and painful, leaving many young people either struggling to find purpose or drifting aimlessly through life. How does a sense of purpose develop? How does purpose shift and change throughout life, from childhood, through young adulthood, and into old age? When is the search or presence of meaning healthy, and when might it be maladaptive? What are ways to develop purpose? Is there potential harm in pushing people to find purpose? What is the purpose of having purpose? Drawing on an international panel, this conversation hour will consider research and practices around what purpose is across different life stages and in different cultures, the search for purpose, and connections with wellbeing and other outcomes.

Chair: Margaret L. Kern (The University of Melbourne, Melbourne, Australia)
Chair: Hector Escamilla (Tecmilenio University, Monterrey, Mexico)
Chair: Michael Steger (Colorado State University, Fort Collins, United States)
Chair: Carin Rockind (New York City, United States)
Combining Positive Psychology and Solution Focused Brief Therapy: A Promising Model for Promoting Post-traumatic Growth

Despite solid research on post-traumatic growth, current clinical practices in the context of trauma and grief still focus heavily on symptom reduction and stages. When clients are taught to watch for symptoms and stages, they are less likely to see the first signs of post-traumatic growth. One challenge to changing this practice is the perception that talking about the possibility of a positive outcome is disrespectful or harmful to clients. It is important to help clinicians introduce the idea of post-traumatic growth in the mist of a tragedy in a way that demonstrates respect and compassion.

The combination of positive psychology (PP) and Solution Focused Brief Therapy (SFBT) offers an answer. SFBT is based on the assumption that even in difficult situations, all clients have strengths and resilience. SFBT focuses on finding subtle examples that are already present and amplifying them, rather than asking clients to radically change the way they think and live. In that sense it helps to create the flourishing that we find naturally in the people studied in PP. It also helps clinicians move past a superficial and unrealistic application of PP, where they recommend that clients simply adopt new behaviors in the context of trauma. The combination of SFBT and PP seems to be even stronger in the context of trauma, where it is particularly helpful in fostering hope.

This workshop presents a combination of SFBT techniques and positive psychology to help participants use specific techniques in the first session, and throughout treatment.

Empirical evidence


Intended audience and participants

Practitioners working with clients who have experienced trauma and/or who are bereaved.

Objectives:

• Increase understanding of post-traumatic growth and its impact on practice.
• Apply questions and techniques that will foster/sustain hope.
• Combine knowledge of post-traumatic growth, signature strengths, and happiness with SFBT to create a better intervention plan (analysis, synthesis, evaluation) for clients who have experienced trauma.

Outline:<ol>
• Introduction: Old stories and new stories about survivors
• Brief overview of research on post-traumatic growth
• Experiential exercise (role play) in pairs where participants ask and answer specific questions to explore the impact of discussions of their own past resilience and coping strategies
• Explanation of how to use signature strengths after a tragedy
• Experiential exercise (role play) in pairs where participants ask and answer specific questions to identify how they might help clients to experience savoring, flow, and meaningful life after a trauma
• Conclusion: Barely surviving or thriving, new possibilities
</ol>

Chair: Brigitte Lavoie (Lavoie Solutions, Montreal, Canada)
**How Gratitude Promotes Thriving and Well-being: Various Interventions and Methods with Adolescents and Adults**

Gratitude has long been considered an important virtue for supporting individuals’ health and wellbeing, and research largely supports this view. A growing body of research shows that gratitude is linked to many positive outcomes (e.g., Wood, Froh, & Geraghty, 2010), such as increases in subjective wellbeing (e.g., Watkins, 2004), reductions in stress (e.g., Krause, 2006) and decreases in depression and social anxiety (e.g., Kashdan & Breen, 2007). While studies inducing gratitude experimentally suggest a causal link from gratitude to wellbeing, the specific mechanisms underlying such relationships are not fully understood empirically and only now is research starting to elucidate how gratitude leads to greater psychological wellbeing and other positive outcomes. This symposium seeks to address this critical empirical gap and catalyze research in this area. The four papers in this symposium broadly examine how gratitude is linked to various outcomes of positive psychological functioning by exploring how gratitude contributes to health and well-being in a variety of samples of adolescents and adults through the use of different methods and designs.

One important issue for research examining the link between gratitude and wellbeing is conceptualizing the broad concept of gratitude itself. Therefore, the first paper examines how different components of gratitude are related to different indicators of psychological wellbeing. Using a large sample of adults in England, this study examines how there are different pathways from these components of gratitude to distinct forms of wellbeing. A second important issue for research on the gratitude-wellbeing link is uncovering the specific mechanisms by which gratitude inductions produce their effects on wellbeing -- which likely depends on the methods for inducing gratitude, the different forms of wellbeing that are examined, and the effects being explored (i.e., between-persons vs. within-persons phenomena). Thus, the remaining 3 papers examine how different types of interventions are related to increases in various wellbeing outcomes for a wide range of populations across different settings. The second paper focuses on a gratitude curriculum targeting students in secondary school classrooms (ages 12-18) to examine how gratitude induction using psychoeducational methods effects adolescents’ psychological and social well-being. The third paper utilizes gratitude journaling methods to examine how grateful recounting (“counting blessings”) cognitively works to support subjective well-being in young adults in a university setting. Finally, the fourth paper utilizes daily diary methods to examine how maintaining a gratitude diary buffers individuals from stress among adults in a community setting.

Chair: Giacomo Bono (California State University, Dominguez Hills, Carson, United States)

**Youth Gratitude Project: Grateful Thinking Curriculum and its Effects on Secondary School Students**

Giacomo Bono (California State University, Dominguez Hills, Carson, United States)

**Four Distinctive Components of Gratitude Experience and how They Link to Wellbeing**

Blaire Morgan (University of Birmingham, Birmingham, United Kingdom)

**Dealing with Daily Stress - The Buffering Role of Counting One’s Blessings**

Joanna Sztachańska (SWPS University of Social Sciences and Humanities, Warsaw, Poland)

**The how of Gratitude: How Does Grateful Recounting Work?**

Philip Watkins (Eastern Washington University, Cheney, United States)
Rooted and Winged: The Energy and Action of Integrating Intentions and Best Self

It’s a uniquely human capacity to positively focus and shape our personal and professional identity and self. This reshaping frequently means setting a goal and then working towards it. In this workshop, we explore an integrated approach of setting intentions in alignment with our best self, with goal setting as a subsequent and related outcome rather than a singular, isolated pursuit.

The aim of the workshop is twofold: First, to demonstrate how integrating intentions with the psychological construct of the best self is different and more positive than either of these alone, and second, to show how this connection can facilitate flow and or strengthen goal attainment.

We also describe the perspective of time in relation to the best self. The future-oriented, cognitive, end-state basis and nature of goals will be juxtaposed alongside the present-oriented, emotional, and process-basis and nature of intentions. Additionally, because our intentions, best self, and goals do not exist in a vacuum, we’ll explore the web of interdependence, interconnections, and constraints that impact living into and acting as our best self. This workshop will distinguish flow, which is a state, from behaviors, highlighting the link to the performance management concept of behavior, state, and results.

Workshop participants will practice integrating intentions with the best self, using a setting or experience of their choosing. While this tool of connecting intentions and best self can be used in both personal and professional settings and both will be discussed, the workshop will use work and workplace setting examples.

Intended audience: Practitioners, Coaches, Human Resource Specialists, Students, Organizational and Team Leaders

Outline of material to be covered:

A. Overview of Concepts
1. Setting Intentions - Participants Will Set An Intention for the Session or Day
2. Best Self - Participants Will Choose or Create One or Two Related Best Self Statements
3. Goals - S.M.A.R.T and Self-Concordant – Participants Will Reflect on Their Experience With Goal Setting
B. How Does The Setting or Context Impact Living/Practicing our Best Self?
1. Individual Factors and Constraints
2. Team & Organizational Factors and Constraints
C. Putting It Together - The Current of Intention and Best Self

Participants will apply the material to a situation of their choosing. A handout will be provided that diagrams the process, providing a worksheet and take-away for participants.

1) What is my intention for this situation/setting/role? What do I desire or what is my purpose?
2) What is my intention for me individually? What do I desire for myself in this situation?
3) What do I need to be and remain aware of in terms of the organization/team context?
4) In terms of my Best Self, what is most important in this situation/setting/role? What do I want to focus on? To elevate?

5) How will I care for myself – to be my Best Self? Or, how will I be self-compassionate?

D. Discussion
1. The Energy Created By Connecting Intention, Best Self, and Acknowledging the Setting
2. Creating A Now and Future Perspective
3. The Current of Intention and Best Self Versus Self-Concordant Goals
4. Links to Performance Management and Behavior, State, and Result

Learning objectives:
A. Create an example using a personal experience of the process of connecting Setting Intentions and Best Self. (Bloom’s CREATE)
B. Distinguish Setting Intentions and Best Self and Goal Setting. (Bloom’s ANALYSIS)
C. Assess the Value of Setting Intentions and Best Self and Then Connecting That to Goal Setting (Bloom’s EVALUATE)

Examples of included exercises and/or skills: Participants will consider a personal experience, event or role and then apply Setting Intentions and Best Self.

The experiential learning/exercise is described in the outline. Skills that will be practiced include:

1. Setting Personal Intentions
2. Recognizing and Acknowledging Organizational Values and Leaders’ Intentions and Comparing Them to Personal Intentions
3. Identifying and Applying Best Self Statements
4. Integrating Intentions and Best Self For A Particular Situation and Then Considering Resulting Synergy and Challenges
5. Setting Goals
6. Self-Reflection

REFERENCES:
Grit and Imagination in Positive Education: Implications for Parents, Leadership, Educators, Students and Pre-service Teacher Education

Intuitively, we admire people who persevere in the face of adversity or individuals who are paragons of imagination. These qualities appear as signs of individual and community wellbeing many school’s claims to foster. But, do they occur by chance or can they be taught? There is a gap between research findings on grit and creativity and implications for schools. School improvement strategies and graduate programs do not typically address these topics as goals for school improvement. This symposium addresses this gap. Chaired by Associate Professor Mathew White, it brings leading researchers in these fields. The panel will
1) discuss research findings
2) explore the intersection between this research and its potential impact in schools and
3) explore a theoretical framework to advance the integration of these areas in schools.

Professor Angela Duckworth will explore the role of grit in academic mastery; Dr Scott Barry Kaufman, Scientific Director of the Science of Imagination Project at the Positive Psychology Center, will discuss creativity. Professor Lea Waters, Gerry Higgins Chair in Positive Psychology and is the Director of the Centre for Positive Psychology, Melbourne Graduate School of Education, University of Melbourne and Associate Professor Mathew White, Director of Wellbeing & Positive Education at St Peter’s College - Adelaide and Senior Fellow at the Melbourne Graduate School of Education at the University of Melbourne will discuss this research in the context of schools and teacher education programs.

Chair: Mathew White (St Peter's College - Adelaide, Adelaide, Australia)
Chair: Scott Barry Kaufman (University of Pennsylvania, Philadelphia, United States)
Chair: Angela Duckworth (University of Pennsylvania, Philadelphia, United States)
Chair: Lea Waters (University of Melbourne, Parkville, Australia)
Chair: James O'Shaughnessy (House of Lords, London, United Kingdom)
Smiling in the Face of Danger: Threat-resilient Influence of Cardiac Vagal Tone on Automatic Facial Mimicry
Suzannah Isgett (University of North Carolina at Chapel Hill, Chapel Hill, United States)

Work & Organizations
10:30 - 11:30
Room 517D

Invited Speaker: Kim Cameron
Positive Leadership and Positive Energy
Kim Cameron (University of Michigan, Ann Arbor, United States)

Strengths & Virtues
10:30 - 11:30
Room 520 A/B/C

Invited Speaker: Lea Waters
Strength-Based Parenting: The Why and the How
Lea Waters (University of Melbourne, Parkville, Australia)

Culture & Global Issues
10:30 - 11:30
Room 520 D/E/F

The Positive Humanities: How Might the Well-Being Effects of the Arts and Humanities Be Measured?

There is much debate on the value of the arts and humanities in our society. A variety of rhetorical arguments have been provided by those taking differing sides in the debate, but there has been little empirical research to draw on. A key reason for the lack of scientific evidence is the absence of a conceptual model on which to base investigations of the ways the arts and humanities might contribute to human flourishing. This session will include the presentation of just such a model. Its developers will describe its various components, including an operationalized definition of the arts and humanities, a group of well-being outcomes to which participation in them might lead, and a set of mechanisms through which these outcomes may occur. In addition, leading researchers on passion, grit, and the well-being effects of cultural institutions will present research and perspectives for how best to measure the well-being effects of the arts and humanities. They will also discuss how their research connects to and sheds light on the conceptual model. The goal of this symposium is to take an important step forward in establishing the field of the positive humanities.

Chair: James Pawelski (University of Pennsylvania, Philadelphia, United States)

The Positive Humanities: Toward a New, Collaborative Field for Understanding, Assessing and Cultivating Human Flourishing
James Pawelski (University of Pennsylvania, Philadelphia, United States)

The Positive Humanities: Examining the Role of Arts and Cultural Institutions on Cultivating Human Flourishing
Ivonne Chand O’Neal (MUSE Research, Kensington, United States)

The Role of the Arts and Humanities in Human Flourishing: A Conceptual Model
Louis Tay (Purdue University, West Lafayette, United States)
The Role of Passion in Music and the Arts
Robert J Vallerand (Université du Québec à Montréal, Laboratoire de Recherche sur le Comportement Social, Montréal, Canada)
Arielle Bonneville-Roussy (University of Roehampton, London, United Kingdom)

Character, Grit, and the Positive Humanities
Angela Duckworth (University of Pennsylvania, Philadelphia, United States)

Health
10:30 - 11:30
Room 519 A/B

Positive Psychology in Health and Healthcare
How can Positive Psychology be applied to benefit the physical health of individuals and our healthcare system? This conversation hour will focus on practical strategies currently being applied by the panelists. The panel includes two PhDs, one M.D./PhD and one M.D. working in four different domains, with populations that include employees, health care workers, and patients. Strategies include framing and reframing of healthy behaviors such as exercise with positivity, using positive emotions and psychosocial factors to combat stress, and the use of laughter and humor to build relationships and foster health. The focus of each panelist’s work is summarized below.

Michelle Segar, PhD, MPH, Director, Sport, Health, and Activity Research and Policy (SHARP) Center (sharpcenter.org)
Faculty Affiliate, Center for Positive Organizations, Ross School of Business, University of Michigan
Chair, U.S. National Physical Activity Plan’s Communications Committee
Michelle’s research, consulting, and train-the-trainer programs focus on the importance of framing lifestyle behaviors (e.g., exercise) in ways that embed them with positivity and meaning within clinics, communities, and behavioral programs. She helps organizations, health and wellness professionals, and the media learn how to reframe healthy behaviors through new messages and behavioral design in order to better cultivate lasting motivation and sustainable behavior change. In addition to generating autonomous motivation, her work suggests that to create sustainable health-related behavior it is essential that people learn how to give themselves “permission” to prioritize their own self-care and well-being within their busy daily lives. By understanding behavior within the cultural context and societal pressures we are better able to design motivation and behavior that lasts.

David Fessell, MD, Professor of Radiology, University of Michigan Medical School
Faculty Affiliate, Center for Positive Organizations, Ross School of Business, University of Michigan
David’s interests focus on the benefits of laughter and humor. He is involved in programs that help individuals, including medical students and doctors, to think and behave more positively by forming stronger self-connection and relationships through humor. The ultimate goal is better health outcomes for all. Specific methods include smiling and its impact on self and others, laughter yoga, and improv workshops.

Gail Ironson, M.D., PhD, Professor of Psychology & Psychiatry, University of Miami
Dr. Ironson will share insights from two major studies: One has been examining factors associated with long survival with HIV over 17 years. The other examines health and well-being in the Landmark study using a National sample. She will focus on a few positive factors related to successful management of illness including self-compassion, the doctor-patient relationship, spirituality, and stress management.

Joel Milam, PhD, Associate Professor in the Department of Preventive Medicine and the Institute for Health Promotion and Disease Prevention Research, University of Southern California (USC) Keck School of Medicine.
Joel’s current projects includes a large-scale population-based study of the long-term adaptation to childhood and adolescent cancers. This cancer survivorship research examines potential health disparities by ethnicity (with an emphasis on Hispanic/Latino health), patterns of health care use, health behaviors, and mental health/wellbeing outcomes.

Chair: Michelle Segar (University of Michigan, Ann Arbor, United States)
Chair: David Fessell (University of Michigan, Ann Arbor, United States)
Chair: Gail Ironson (University of Miami, Coral Gables, United States)
Chair: Joel Milam (University of Southern California, Los Angeles, United States)
**Scientific Programme**

### Education

10:30 - 11:30  
Room 523

**Sustainable Positive Education - A Five Year ‘how to’ Example with Measurable Wellbeing Outcomes and Supporting Lesson Plans**

Sustaining positive change is challenging for educational institutions. Gardner (2006) suggests, the educational sector are conservative and change is often slow. O’Brien (2012) suggests positive psychologists and educators should consider the United Nation’s recommendations for developing sustainability in positive education (PE) in their seminal paper on Education for Sustainable Development (UNESCO, 2005). Knox Grammar School (KGS) in Australia is a rare example of a sustainably developed PE program (Robinson, 2016). The KGS PE program has been scientifically evaluated longitudinally across multiple indices for staff, students and parents over five years with encouraging results (Oades, 2015; Robinson & Zolezzi, 2014). Notably, results show significant improvements in wellbeing for students’ within and between academic performance and several other wellbeing indicators. This workshop is for anyone interested in PE, it offers participants the KGS strategic model, process, measurement matrix, and interactive student lesson plan interventions on the topics of strengths, mindset, purpose, positive emotions, acceptance, mindfulness, resilience, autonomy, competence and positive relationships. Following this workshop participants will

- understand the design of a sustainable and measurable, long term PE initiative
- how to create their own PE model
- how to apply PE topics into engaging lessons and the wider school environment.

Chair: Paula Robinson (University of Wollongong, Sydney, Australia)  
Chair: John Weeks (Knox Grammar School, Sydney, Australia)

### Wellbeing

10:30 - 11:30  
Room 518

**New Developments in Positive Intervention Research**

The past fifteen years have seen increasing interest in positive interventions (PIs), activities that directly build positive variables rather than focus on fixing deficits. Over time, researchers have expanded the types of intervention strategies used and outcomes targeted. In this symposium attendees will learn about some of the most recent developments in positive intervention research. Katherine Nelson-Coffey, PhD, will present the evaluation of a PI focused on promoting kindness and prosocial behavior, describing how performing acts of kindness for others (rather than for oneself) leads to higher levels of flourishing. Julia Boehm, PhD, will present the results of an experiment testing whether health behaviors (such as healthy eating) can be improved through the cultivation of optimism and positive emotions. Ann Marie Roepke, PhD, will share the results of a randomized controlled trial testing a new PI that targets posttraumatic growth in participants with recent loss and trauma. Acacia Parks, PhD will discuss optimizing the use of new technology in positive interventions. These presentations will spark lively discussion about the next frontier of positive intervention development and research.

Chair: Katherine Nelson-Coffey (Sewanee: The University of the South, Sewanee, United States)

- **SecondStory: Randomized Controlled Trial of a New Positive Intervention Fostering Posttraumatic Growth**
  Ann Marie Roepke (Veterans Administration Puget Sound Health Care System, Seattle, United States)

- **Do unto others or Treat Yourself? The Effects of Prosocial and Self-focused Behavior on Psychological Flourishing**
  Katherine Nelson-Coffey (Sewanee: The University of the South, Sewanee, United States)

- **Do Happiness and Optimism Promote Healthy Food Choices? An Experimental Investigation of Midlife Adults**
  Julia Boehm (Chapman University, Orange, United States)
Scientific Programme

New Methods for Exploring Usage and Outcome in Online Positive Psychological Interventions
Acacia Parks (Hiram College, Hiram, United States)

Work & Organizations
10:30 - 11:30 Room 525

Self-efficacy; The Key to High Achievement and Innovation in Organizations; What it Is and How You Can Build it

“People’s level of motivation, affective states and actions are based more on what they believe than on what is objectively the case.” Dr. Albert Bandura

We know from the research in self-efficacy that it can greatly impact motivation and how people think, behave and feel. When people have high levels of self-efficacy, they see problems as challenges to be mastered rather than threats to be avoided, they expend more energy towards their goals, they bounce back from setbacks quickly, they don’t give up easily and they experience less stress. All of these attributes are critical for high achievers.

If we want people to innovate, sometimes they need to take a risk and put their ideas forward. This can be very intimidating for innovators since new ideas have not been tried, may upset the status quo and may be met with resistance and even downright ridicule. Without a solid sense of self-efficacy people may not have the courage it takes to put their ideas forward or persevere long enough to see the idea progress to fruition. It’s not enough to be creative, it takes perseverance and grit to see it through.

In this highly interactive workshop Louisa Jewell, founder of the Canadian Positive Psychology Association, will be discussing how self-efficacy is critical to high achievement, fostering innovation and effective goal pursuit. She will share the 4 major sources of self-efficacy and the latest strategies and tools for increasing workplace self-efficacy. You will learn practical, hands-on tools in positive psychology and solution-focused coaching you can use to build self-efficacy and foster greater innovation in the workplace. You will also receive an accompanying workbook for future reference. You will walk away from this session knowing more about how to increase confidence and courage.

Chair: Louisa Jewell (Canadian Positive Psychology Association, Toronto, Canada)

Culture & Global Issues
10:30 - 11:30 Room 522

Conversation Hour: Mihaly Csikszentmihalyi

Chair: Mihaly Csikszentmihalyi (Claremont Graduate University, Claremont, United States)

Other
10:30 - 11:30 Room 524 A/B

Individual Podium Presentations: Interventions

The Efficacy of Positive Psychotherapy and Cognitive-behavioral Therapy in Depressive Patients: A Randomized Controlled Trial
Anton-Rupert Laireiter (University of Salzburg, Salzburg, Austria)

My Best Possible Academic Self - Evaluating an Extension of the Best Possible Self Intervention in the Academic context
Kathrin Heinitz (Freie Universitaet Berlin, Berlin, Germany)
Scientific Programme

A Training to Enhance Art-of-Living and Well-being. Spoilt for Choice? How Does the Kind of Assignment for Strategies of Art-of-Living Effect Training Results
Bernhard Schmitz (Technische Universität Darmstadt, Darmstadt, Germany)

Humor Training for People with (Partially Severe) Mental Disorders
Nektaria Tagalidou (University of Salzburg, Salzburg, Austria)

Dealing with Stress and Learning how to Flourish. A Preventative Course for the General Public, Funded by German Health Insurers
Daniela Blickhan (Freie Universitaet Berlin, Berlin, Germany)

Volunteer Mentor Program at University: Enhancing Well-being and Persistence among First-year Students
Luis Gutierrez Aladro (Tecmilenio University, Monterrey, Mexico)

Does Prosocial Behavior Increase Well-being in Controlled Experiments? A Systematic Review and a Meta-analysis
Touko Kuusi (University of Helsinki, Helsinki, Finland)

Strengths & Virtues
11:45 - 13:15

Closing Plenary Session

Award Winning Early-Career Individual Presentations

Character: A Tripartite Taxonomy
Angela Duckworth (University of Pennsylvania, Philadelphia, United States)