

SCHEDULE AT A GLANCE FRIDAY, JUNE 26

TOPIC	INVITED SPEAKER	VIRTUES / STRENGTHS	CULTURE / GLOBAL	CLINICAL / LIFESPAN
ROOM	Coronado J/H	Fiesta Ballroom 1-4	Coronado A/B	Coronado E/F/G

7:00 AM - 8:00 AM	COFFEE AVAILABLE/EXHIBIT HALL OPEN – Veracruz Exhibit Hall				
8:00 AM - 9:15 AM	P2: Mirror Flourishing: Appreciative Inquiry and the Designing of Positive Institutions <i>David Cooperrider, Ph.D.</i> Coronado J/H				
9:15 AM - 9:45 AM	BREAK				
9:45 AM – 10:45 AM	Track 1	IN1: Positive Psychology and Clinical Psychology: Emerging Promises and Translational Challenges <i>Carmelo Vazquez, Ph.D.</i>	SY1: Research on Character & Virtues <i>R. McGrath</i>	CH1: Positive Psychology Associations Around the World <i>L. Sansom</i>	IPS1: Clinical Applications (Selected Oral Presentations)
10:45 AM - 11:00 AM	BREAK				
11:00 AM - 12:00 PM	Track 2	IN2: Past, Present and Future Perspectives of Eudaimonic Well-being <i>Carol Ryff, Ph.D.</i>	WK3: From Grief to Gratitude: Implementing Positive Psychology's Gratitude Interventions in Recovery from Loss <i>K. Gallup</i>	IPS4: Cultural Differences (Selected Oral Presentations)	SY4: Positive Psychotherapy: Diverse Ways of Applying in Clinical Settings <i>T. Rashid</i>
12:00 PM - 1:30 PM	INTEREST GROUP LUNCH Sponsored by the Master of Applied Positive Psychology (MAPP) program at the University of Pennsylvania Veracruz Exhibit Hall				
1:30 PM - 2:30 PM	Track 3	IN3: Sacred Moments: A Hidden Ingredient of Resilience and Change <i>Kenneth Pargament, Ph.D.</i>	SY7: Building Strength: Tools for the Positive Psychology Practitioner <i>S. Polly</i>	IPS6: Positive Psychology in the Middle East (Selected Oral Presentations)	WK6: Wrong To Strong: Using Positive Psychotherapy For People With Chronic Mental Illness and Intellectual Disabilities <i>D. Tomasulo</i>
2:30 PM - 3:30 PM	POSTER SESSION I – Veracruz Exhibit Hall Refreshments sponsored by Beverage Institute for Health & Wellness of The Coca-Cola Company				
3:30 PM - 4:30 PM	Track 4	IN4: Well-being: Perspectives from Affective and Contemplative Neuroscience* <i>Richard Davidson, Ph.D.</i>	SY11: When Happiness Has a Bad Day <i>L. Alloro</i>	IPS9: Well-being Across Contexts (Selected Oral Presentations)	SY12: Positive Clinical Psychology: Underpinning, Intervention & Process <i>E. Bohlmeijer</i>
4:30 PM - 4:45 PM	BREAK				
4:45 PM - 5:15 PM	AWARDS CEREMONY Coronado J/H				
5:15 PM - 6:15 PM	P3: Capitalism, Values, and Large Scale Flourishing <i>Jonathan Haidt, Ph.D.</i> Coronado J/H				
7:00 PM - 9:00 PM					CH3: Positive Psychology in China <i>Y. Zhao</i>

HEALTH/INTERVENTIONS	EDUCATION	WELL-BEING	MINDFULNESS	MEASURES / SCIENCE	WORK / ORGS.
Yucatan	Fiesta Ballroom 5	Fiesta Ballroom 6	Fiesta Ballroom 7-10	Coronado C/D	Monterey

COFFEE AVAILABLE/EXHIBIT HALL OPEN – Veracruz Exhibit Hall

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

BREAK

WK1: An Introduction in the Principles of the Positive Health Search to Improve Flourishing at the Population Level <i>J. Walburg</i>	IPS2: Education and Schools (Selected Oral Presentations)	SY2: The Importance of Good Positive Relationships for Creating Flow <i>L. Lassen</i>	WK2: Mindful Engagement: A Practical and Positive Tool for Leadership Development <i>S. Ashford</i>	IPS3: Happiness and Eudaemonism (Selected Oral Presentations)	SY3: Positive Negotiations: Theoretical Foundations and Empirical Explorations <i>F. Harinck</i>
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BREAK

SY5: To Be Extraordinary: Exploring Exceptionally Positive Deviance in People and Organization <i>K. Thiel</i>	WK4: Breaking Good: Teaching Positive Psychology as a Catalyst for Growth and Transformation <i>B. Smith</i>	CH2: Promoting Best Practice in Positive Psychology: Benefits and Risks of Professional Autonomy and Inclusivity <i>D. Vella-Brodrick</i>	IPS5: Meaning (Selected Oral Presentations)	SY6: Leading-edge Methods, Measures, and Findings in Positive Psychology Research <i>K. Adair</i>	WK5: Connecting Positive Psychology to Practicing Lawyers <i>D.N. Shearon</i>
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INTEREST GROUP LUNCH
 Sponsored by the Master of Applied Positive Psychology (MAPP) program at the University of Pennsylvania
 Veracruz Exhibit Hall

SY8: Second Wave Positive Psychology: Embracing the Dark Side of Life <i>I. Ivtzan</i>	IPS7: Schools and Education (Selected Oral Presentations)	SY9: Genetics of Psychological Well-being <i>M. Pluess</i>	WK7: How to Increase Happiness and Flow in Your Career <i>J. Stratton</i>	SY10: Science of Positive Psychology <i>S. Donaldson</i>	IPS8: Organizations and Success (Selected Oral Presentations)
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POSTER SESSION I – Veracruz Exhibit Hall
 Refreshments sponsored by Beverage Institute for Health & Wellness of The Coca-Cola Company

WK8: Positive Health: Using Soaringwords' Altruism and Reciprocity Interventions to Help Patients Flourish Amidst Serious Illness <i>L. Buksbaum</i>	SY13: Positive Education 3.0: Positive Students, Positive Schools and Positive Systems <i>L. Waters</i>	SY14: Elevating Elevation II: Highlighting the Utility of a Discrete Positive Emotion <i>A. Thomson</i>	SY15: Advancements in the Theory and Application of Flow <i>O.C. Davis</i>	WK9: Developing and Delivering Positive Education Training for Teachers and Parents Within a School Community <i>J. Robinson</i>	WK10: Authentic Leadership 2.0 <i>K. Thacker</i>
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BREAK

AWARDS CEREMONY
 Coronado J/H

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

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SYMPOSIUM ABSTRACTS

change-agents, in our SOMO Leadership Lab work aimed at reorganizing, aligning, and integrating disperse initiatives to help promote and protect positive mental health globally.

SY11.2

P. Felps, Live Happy Magazine

As the positive psychology movement continues gaining momentum and integrating into the mainstream mindset, many feel that there is a growing pressure to strive for happiness. For professionals working in the positive psychology space, that perception is even more pronounced, as the expectation is that, having studied the secrets to happiness and well-being, they have the inside track on perpetual, sustained happiness. However, given the human element that each of us brings to this equation, positive psychology professionals are just as susceptible to the ups and downs of life. But what is it that they do differently to weather these inevitable disruptions and disturbances in life? Looking at recent research from Dr. Kate Hefferon of the University of East London, Jamie Gruman of the University of Guelph and Todd Kashdan of George Mason University, we'll examine the reality of how going through dark times and experiencing negative life events can actually provide greater meaning and enhance well-being. We'll then use that as a springboard to present how dark days can provide the foundation for a better future, both as an individual and as a practitioner in the PP space.

SY11.3

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

From her experience of living through the 2011 Canterbury earthquakes and the loss of her 12-year-old daughter, Abi, in a tragic car accident last June, Lucy Hone has first-hand experience of applying positive psychology to traumatic contexts. In the days after Abi's death, Lucy's blog exploring her grief and encouraging people to make the most of their "One Wild and Precious Life" attracted a wide international following and a book deal on proactive grieving with Allen & Unwin Australia. Lucy says her training in positive psychology and resilience (a MAPP at UPenn and doctoral studies through the AUT's Human Potential Centre) has undoubtedly aided her recovery. "Aware of the statistics (we were prime candidates for divorce, family estrangement and mental illness) and

faced with a new goal of 'mainly functioning' I became determined to actively employ every psychological tool available to help steer us through the turmoil. Last year saw some of the darkest moments and days of our lives, but also displays of compassion, empathy and love that we will never forget." Lucy will share her progress on this journey and discuss the reality of her efforts to precipitate and reduce the grieving process.

SY11.4

R. Niemiec, VIA Institute on Character

It is said that strong character emerges from and is shaped by challenges, turmoil, and suffering. Ryan will offer personal and case examples of the contribution of character strengths to resilience. Exploring the latest in character strengths research and practice, he will share his observations of how character strengths have served to inform, influence, and deepen perspective during times of difficulty. Contributing factors include the role of signature strengths, strengths overuse/imbalance, use of specific strengths (e.g., bravery, perseverance, and hope), strengths-spotting, positive reappraisal, mindfulness, lower strengths, strengths constellations, and strengths appreciation – which are all important when dealing with problems, conflicts, and stressors – and will be examined. Participants will understand the connection between character strengths and resilience and learn about new research studies, practical applications, and useful concepts for thinking about their own life challenges as well as the struggles of their clients.

SY12 Positive Clinical Psychology: Underpinning, Intervention and Process

E. Bohlmeijer, Twente University, Enschede, The Netherlands

Positive clinical psychology is the application of positive psychology research to the domain of clinical psychology and psychiatry. It aims for a balanced mental health care in which reduction of distress is complemented with promotion of mental health. It is further focused on understanding how distress (negative functioning) and mental health (positive functioning or well-being) are interrelated. Positive clinical psychology is a relatively new, but rapidly growing research field. Applying positive psychology will potentially lead to improved prediction of disorder, better long-term outcomes of treatment, increased resilience of clients. This

symposium presents research underpinning the need for positive clinical psychology, innovative interventions and predictors of effects of positive clinical interventions.

SY12.1

S. Lamers, University of Twente, Enschede, The Netherlands

Background: There is accumulating evidence that positive mental health and psychopathology should be seen as separate indicators of mental health. This study contributes to this evidence by investigating the bidirectional relation between positive mental health and psychopathological symptoms over time.

Methods: Positive mental health (MHC-SF) and psychopathological symptoms (BSI) were longitudinally measured in a representative adult sample (N=1,932) on four measurement occasions in nine months. A cross-lagged panel design was applied and evaluated with a latent growth model combined with an item response theory measurement model.

Results: Psychopathological symptoms were longitudinally related to positive mental health and vice versa, controlling for initial levels. The changes over time were even more important than the absolute levels of psychopathological symptoms and positive mental health, respectively.

Conclusions: The results underline the need for a comprehensive perspective on mental health, incorporating both the treatment of symptoms and the enhancement of well-being.

SY12.2

C. Vazquez, Complutense University, Madrid, Spain

Introduction: Recent meta-analyses have shown that Positive Psychology Interventions (PPI) significantly enhance well-being and decrease depressive symptoms (Bolier et al., 2013; Sin & Lyubomirsky, 2009). Yet, the efficacy and feasibility of these interventions have not been systematically compared to available empirically-based treatments.

Methods: Adult women (N=96) with a DSM-IV-TR diagnosis of major depression or dysthymia (SCID-I) were assigned to one of two modalities of group treatment: PPI or Cognitive-Behavioral Therapy (CBT). In addition to a number of standard clinical outcomes and well-being measures, patients were asked about several feasibility and

utility dimensions of the interventions.

Results: Both the PPI and CBT programs were equally effective in reducing depressive symptoms and increasing well-being. Similarly, the feasibility and utility of both treatments were rated very high in both modalities. Finally, predictors of change and characteristics of treatment responders were analyzed.

Conclusion: Given the growing popularity of PPI, it is important to address their acceptability in order to tailor treatments to clients' needs and expectations. Our results showed that PPI are not only effective tools to improve clinical depression, but they are perceived as equally satisfactory as a well-validated treatment (i.e., CBT).

SY12.3

P. Meulenbeek, Twente University, Enschede, The Netherlands

Relapse after treatment of mental disorders is a major problem. Enhancing psychological well-being and resilience may reduce the risk of relapse in patients with mental disorders. Well-being therapy tries to address these factors. The original model of well-being therapy was developed by the Italian psychiatrist Giovanni Fava. It is based on a conceptual model of six dimensions of psychological well-being: environmental mastery, personal growth, purpose in life, autonomy, self-acceptance, positive relations with others (Ryff, 1989). The results of the research on the effectiveness of the therapy are promising, at least in Italy. At the University of Twente we developed a protocol of the therapy based on the original model and made it suitable for patients in community mental health centres. It is our aim to conduct efficacy studies at a larger scale and to implement well-being therapy in the Dutch mental health care. The adapted protocol will be presented as well as a case study based on the application of the protocol with a client who suffered from a major depressive disorder.

SY12.4

E. Bohlmeijer, Twente University, Enschede, The Netherlands

Introduction: Self-help interventions may play an important role in public mental health strategies to improve well-being and flourishing in both the general and specific clinical

SYMPOSIUM ABSTRACTS

populations. However, more knowledge is needed about moderators of the efficacy of self-help positive psychology interventions. People with higher levels of psychological well-being are more resilient and may benefit to a larger extent from self-help interventions. This hypothesis was tested in the context of a randomized controlled trial on the efficacy of a self-help web based intervention based on acceptance and commitment therapy (ACT) for people with chronic pain.

Method: Data from 238 heterogeneously diagnosed pain sufferers following either web-based ACT (n=82), or one of two control conditions, web-based expressive writing (EW, n=79) and waiting list (WL, n=77) were analyzed.

Results: The only significant moderator of change in interference of pain in daily life, the primary outcome, was baseline psychological well-being.

Discussion: The results of this study suggest that self-help ACT may especially be allocated to pain sufferers with moderate or higher levels of psychological well-being and that psychological well-being is not only an important outcome but an important indicator for positive psychology interventions as well.

SY13 Positive Education 3.0 – Positive Students, Positive Schools and Positive Systems

L. Waters, University of Melbourne, Melbourne, Victoria, Australia

The initial conceptualization of Positive Education by Professor Seligman and his colleagues in 2009 was presented as a student-focused approach to education that fosters traditional academic skills and skills for happiness. Yet, for Positive Education to have a sustained preventative impact it is not enough to simply change the mindset and practices of the students themselves; the broader educational environment requires change. The Centre for Positive Psychology at the University of Melbourne has recently developed the +S3 model which extends positive education to three levels of analysis: students, schools and systems. This symposium will showcase the new research programs emanating from the Centre of Positive Psychology using ecologically valid data collection methods such as experience sampling methodology (ESM), biodata, app-based data collection, implicit attitude projective tests and large system modelling. The symposium will present

research findings from our latest studies with school students, university students and school staff. The systems approach to positive education will also be introduced. Positive Education 3.0 is an attempt to move the field forward by using multi-level research approaches with rigorous, innovative methods designed to create positive change for all stakeholders in education.

SY13.1 Tracking Real-World Learning: A Mobile Experience Sampling Approach

T. Chyuan Chen, University of Melbourne, Melbourne, Victoria, Australia

N. Rickard, Swinburn University, Hawthorn, Victoria, Australia

D. Vella-Brodick, University of Melbourne, Melbourne, Victoria, Australia

School-based well-being programs aim to equip young people with real-world knowledge and skills to cope with challenges in everyday life. Apart from survey measurements of well-being outcomes, evaluations of school-based well-being programs would benefit from highly engaging research methods which track actual usage of program knowledge in real time. Experience sampling methodology (ESM) is particularly useful in the evaluation of program efficacy as it has the capacity to track real-world application of program knowledge in program participants, across multiple time-points. This paper will discuss the use of the mobile-ESM approach to evaluate two longitudinal evaluation studies in Australia. The first is an evaluation of a youth-led well-being program where ESM data were collected for a week across three time-points, over a period of three to six months, from 69 program and control participants aged 14 to 16 years. The second study is an ongoing evaluation of a school-based positive education program where data were collected for a week across four time-points, over the course of the year-long program, from 50 program participants aged 15 to 16 years. The large volume of data collected using this approach provided a novel insight for understanding the contextual factors that may influence real-world application of program knowledge, and can therefore be used to explain variation in program outcomes.