

3RD CANADIAN CONFERENCE ON POSITIVE PSYCHOLOGY

June 15 - 17, 2016

White Oaks Resort and Spa, Niagara-on-the-Lake, ON



*Positive Psychology: The science of happiness,
well-being, and what makes life worth living.*

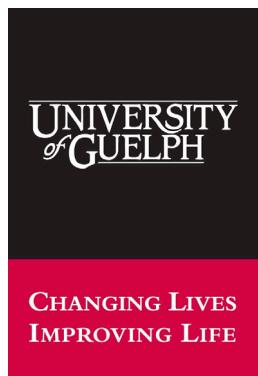
The 3RD Canadian Conference on Positive Psychology

3 days of sharing leading-edge research and best practices in the application of positive psychology across multiple disciplines.

Over 100 positive psychology experts will be speaking on topics in 5 main streams. Speakers will discuss:

1. The latest **research** in positive psychology and recent findings
2. Implementation of positive psychology initiatives in **education and schools** to build resilience and improve academic performance
3. Strategies for applying positive psychology in **counselling and psychotherapy**
4. Tools and techniques for **coaches** to leverage in their practice
5. Best practices for **business consultants and HR specialists** to build positive and productive workplaces

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CHAMPLAIN COLLEGE | STILLER SCHOOL OF BUSINESS
David L. Cooperrider
CENTER FOR APPRECIATIVE INQUIRY

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Letter from the President



Dear Friends,

I'd like to personally welcome each of you to the 3rd Canadian Conference on Positive Psychology! This is an exciting time for the field of positive psychology as momentum for the dissemination of this knowledge around the world is growing at a very rapid pace. Now, more than ever, corporations, educational institutions, health organizations, government, coaches and the general public are demanding to know more about how to create and maintain healthy and productive places that promote the well-being of its people. At the CPPA, we are dedicated and honoured to be a major conduit for learning in this very important field.

Our Canadian conferences have always offered an excellent opportunity to increase your knowledge, spark creativity, engage in intelligent conversations, network with like-minded individuals and enliven human understanding of the science of the good life and promoting well-being. Feedback from our past conferences has been overwhelmingly positive with over 95% of attendees stating they would return again. This year's conference will surpass the rest with new research, outstanding international keynote speakers and an expanded community of recognized scholars, practitioners and delegates from around the world. The 3rd Conference will include presentations from researchers and practitioners, as well as a number of activities including pre-conference workshops, symposia, experiential workshops, poster presentations, leisure activities, entertaining receptions and even a dance party!

I am particularly excited about the fact that this conference is taking place at the White Oaks Resort and Spa where we can truly "Live It and Learn It!" Be prepared to not only nurture your mind with inspiring new ideas, but also expect to nurture your body and experience the joy and happiness of being surrounded by hundreds of people in the field of positive psychology. It will be a conference to remember. A true positive psychology experience!

The planning of a conference of this magnitude is always a formidable challenge. I want to especially thank Sajel Bellon, Conference Manager and Chair, for her dedicated efforts over the past two years. Her vision and hard work is what will make this conference our best ever. I would also like to thank everyone on our conference committee, our amazing ambassadors, volunteers and our CPPA board who have worked tirelessly to create a successful and meaningful conference.

I would like to thank each of you for attending our conference and bringing your expertise to our gathering. You have the vision, the knowledge, and the experience to help us pave our way into the future. We could not accomplish what we do without you and we thank you for your continued support and leadership. I look forward to meeting and seeing you at the conference!

Sincerely,

A handwritten signature in black ink, appearing to read "Louisa".

Louisa Jewell, MAPP
President
Canadian Positive Psychology Association



Letter from the Conference Chair

Dear Friends & Colleagues,

On behalf of the Canadian Positive Psychology Association (CPPA), I am thrilled to officially welcome you to the 3rd Canadian Conference on Positive Psychology: Exhilarate 2016. Over the past six years, the CPPA has grown and evolved, extending its educational opportunities across the country and around the globe, enhancing our professional profile and strategic partnerships. We feel privileged to have you supporting our journey and being a part of our success. Without you, none of this would be possible.

We are so proud to be hosting Exhilarate 2016 at one of the finest Niagara region facilities: White Oaks Resort and Spa. We hope you will truly make the most of the opportunity by enjoying the popular sites of Niagara Falls, alongside all the exciting conference and special events we have planned.

We are honoured and privileged to be able to host a conference with world-renowned keynotes and invited speakers. Our growing reputation has attracted high-profile experts within the positive psychology community, sharing the latest information and findings from around the globe. We are truly humbled at the generosity of time and knowledge each and every one of you has extended to make this event as enriching and collaborative as it is today. This is exemplar of what we are all working towards out there.

This spirit of giving, sharing and growing is what inspired our theme:

Learn It! Live It! Inspire More...

This is the ideal climate for the exchange of transformational knowledge and strategies that will enhance the quality and potential in all areas of your life and the lives of others. As professionals we will help boost the well-being within organizations, classrooms, and communities by infusing new tools and strategies that will enable you and those around you to flourish.

You are part of Exhilarate 2016. You are the catalyst for transformation!

I, personally, would like to thank you for choosing to be here and share in this wonderful exchange of research, education and applied practices. I hope you will feel energized while here and enjoy everything we have to offer. I am truly EXHILARATED to be a part of this gathering and to...LEARN IT, LIVE IT & INSPIRE MORE...with you!

Sajel Bellon, MA, Ed. D Candidate
Conference Chair and Manager
Canadian Positive Psychology Association



OFFICE OF THE LORD MAYOR

Town of Niagara-on-the-Lake

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June 2016

On behalf of Council and staff of the Town of Niagara-on-the-Lake, I wish to extend a special welcome to all those attending the 3rd Canadian Conference on Positive Psychology from June 15-17, 2016. We are pleased your event is being hosted at the beautiful White Oaks Resort & Spa.

As business and community leaders, I trust you will greatly benefit from the concurrent sessions, world-renown keynote speakers, and workshops through the practical applications, activities, and tools provided.



While you are here, we hope you will take the time to explore the many attractions that make our town so unique, including historic Fort George, Brock's Monument, the Shaw Festival Theatre, and our world-class wineries. You will also want to visit the quaint shops, restaurants, restored heritage homes, and the centuries-old Court House in our Heritage District. As well, the *Outlet Collection at Niagara*, Canada's largest outdoor shopping centre, features over 100 high-end retailers and a food pavilion.

Again, we are pleased to have you here and hope you enjoy your time in Niagara-on-the-Lake.

Sincerely,

A handwritten signature in black ink, appearing to read "Pat Darte".

Pat Darte
Lord Mayor

About the CPPA



- CANADIAN POSITIVE PSYCHOLOGY ASSOCIATION - L'ASSOCIATION CANADIENNE DE PSYCHOLOGIE POSITIVE

The mission of the Canadian Positive Psychology Association (CPPA) is to improve the psychological health of all Canadians through the research and application of positive psychology across Canada. Positive psychology is the scientific study of psychological well-being and flourishing. It is supported by rigorous academic research from scholars around the world.

Our Vision

To have a psychologically healthy Canadian society through the application of positive psychology.

www.cppa.ca

Keynote Speakers

Lea Waters

Strength-Based Parenting June 15th 8:00pm to 9:00pm

Professor Lea Waters is passionate about helping people, schools and organisations thrive.

Lea has been at the University of Melbourne for the past 19 years. She holds an Affiliate position with the Wellbeing Institute at Cambridge University (U.K.) and the Centre for Positive Organizations, University of Michigan (U.S.). She is on the Advisory Board for the South Australian Health and Medical Research Institute. She was the Co-director of the 4th Australian Positive Psychology Conference and the Chair of the Scientific Committee for the Fourth World Congress for the International Positive Psychology Association Conference held in Orlando in 2015.

Lea works for the Melbourne Graduate School of Education (MGSE) at the University of Melbourne. Prior to her role within MGSE, she was a faculty member in the School of Business and Commerce at the University of Melbourne for 12 years where she was the Deputy Director of the Masters in Applied Commerce. Lea is a known expert in the areas of Organisational Change, Organisational Psychology and Positive Psychology.

Lea is internationally recognised for her research and has published and presented in the United Kingdom, Canada, U.S.A., Asia and Europe. In 2004 she was awarded the Best Paper Award at the highly prestigious American Academy of Management Conference. In addition, in 2005, she was awarded the Elton Mayo Prize by the Australian College of Organisational Psychologists in recognition of her significant contributions to the field of organisational psychology. She is included in the Marquis Who's Who in the World for her outstanding research (2009-2014).

Lea is an invited speaker for many International Conferences and Colloquia Series such as the Canadian Positive Psychology Association, University of Pennsylvania, University of Michigan, Hong Kong Polytechnic University, International Positive Psychology Association and the European Network for Positive Psychology. She has been a guest lecturer in the Masters in Applied Positive Psychology at the University of East London and at the University of Pennsylvania.

In Australia, Lea was an invited speaker at the Second Australian Positive Psychology and Well-being Conference (2010); Second Australian Positive Psychology in Education Symposium (2011); the Inaugural Australian Positive Education Conference (2013); the Positive Education Schools Association Conference (2013); the Australian College of Education Conference (2013); the Australasian Association of International Baccalaureate Schools; Centre for Ethics at Newington College; Mind and its Potential Conference; Festival of Ideas Conference; Educate Plus and the Good Childhood.



Barbara Fredrickson

Prioritizing Positivity

June 16th 8:15am to 9:15am

Barbara L. Fredrickson, Ph.D. is the Kenan Distinguished Professor of Psychology and Neuroscience and Director of the Positive Emotions and Psychophysiology Lab (a.k.a. PEP Lab) at the University of North Carolina at Chapel Hill. She received her Ph.D. in psychology from Stanford University, with a minor in Organizational Behaviour. Among the most highly cited and influential scholars in psychology, her research is funded by the U.S. National Institutes of Health (NCI, NIA, NCCAM, NIMH, NINR). Dr. Fredrickson has published more than 100 peer-reviewed articles and book chapters and her general audience books, *Positivity* (2009, Crown, www.PositivityRatio.com) and *Love 2.0* (2013, Penguin, www.PositivityResonance.com) have been translated into more than a dozen languages.



Dr. Fredrickson's scholarly contributions have been recognized with numerous honours, including the inaugural Templeton Prize in Positive Psychology from the American Psychological Association, the Career Trajectory Award from the Society of Experimental Social Psychology, and the inaugural Christopher Peterson Gold Medal from the International Positive Psychology Association, and she is beginning her term as President of the International Positive Psychology Association. Her work has influenced scholars and practitioners worldwide, within education, business, healthcare, the military, and beyond, and she is regularly invited to give keynotes nationally and internationally.

Kim Cameron

Developing Positive Leadership Practices

June 16th 4:30pm to 5:30pm



Professor Kim Cameron is a Faculty Member at the Ross School of Business at the University of Michigan. Past assignments include serving as Associate Dean of Executive Education for the Ross School, serving as Dean and Albert J. Weatherhead Professor of Management in the Weatherhead School of Management at Case Western Reserve University, and Associate Dean and Ford Motor Company/Richard E. Cook Professor in the Marriott School of Management at Brigham Young University. He has also served as a department chair at the University of Michigan, and served on the faculties of the University of Wisconsin-Madison and Ricks College. He organized and directed the Organizational Studies Division of the National Center for Higher Education Management Systems in Boulder, Colorado.

Dr. Cameron helped co-found the Center for Positive Organizational Scholarship at the University of Michigan, which, in 2012, was awarded the Research Center Impact Award by the Academy of Management. This award recognizes researchers/research centers that have made a major impact on real world management practice.

Dr. Cameron's past research on organizational virtuousness, downsizing, effectiveness, quality culture, and the development of leadership excellence has been published in more than 120 academic articles and 15 scholarly books. He was recently recognized as being among the top 10 scholars in the organizational sciences whose work has been most frequently downloaded from Google. His current research focuses on the virtuousness of and in organizations, and their relationships to organizational success.

Dr. Cameron received BS and MS degrees from Brigham Young University and MA and PhD degrees from Yale University. He served on the National Research Council, was president of Bay Asset Funding Corporation, and was a Fulbright Distinguished Scholar. He is a graduate of Leadership Cleveland, Class of 2000 and a recipient of the Organizational Behavior Teaching Society's Outstanding Educator Award. He currently consults with a variety of business, government, and educational organizations in North America, South America, Asia, Africa, and Europe.

David Cooperrider

The Discovery and Design of Positive Institutions

June 17th 8:15am to 9:15am

David is the Fairmount | David L. Cooperrider Professor of Appreciative Inquiry at the Weatherhead School of Management, Case Western Reserve University where he is faculty chair of the Fowler Center for Business as an Agent of World Benefit and Co-director of the Strategy Innovation Lab. David is best known for his pioneering theory on Appreciative Inquiry and has served as advisor to senior executives in business and societal leadership roles, including projects with five Presidents and Nobel Laureates such as William Jefferson Clinton, His Holiness the Dalai Lama, Kofi Annan and others. David has served as strategic advisor to a wide variety of organizations including Apple, Verizon, Johnson & Johnson, the Boeing Corporation, National Grid, Smuckers, Sloan-Kettering, Fairmount Minerals, Green Mountain Coffee Roasters, McKinsey, Parker Hannifin, Sherwin Williams, Dealer Tire, Wal-Mart as well as American Red Cross, American Hospital Association, Cleveland Clinic, and United Way.



David has published over 20 books and authored over 100 articles and book chapters and served as editor of both the Journal of Corporate Citizenship with Ron Fry and the current research series for Advances for Appreciative Inquiry, with Michel Avital. In 2010 David was awarded the Peter F. Drucker Distinguished Fellow by the Drucker School of Management — a designation recognizing his contribution to management thought. His books include Appreciative Inquiry: A Positive Revolution in Change (with Diana Whitney); The Organization Dimensions of Global Change (with Jane Dutton); Organizational Courage and Executive Wisdom (with Suresh Srivastva) and the 4-volume research series Advances in Appreciative Inquiry. In 2010 David was awarded the Peter F. Drucker Distinguished Fellow by the Drucker School of Management — a designation recognizing his contribution to management thought.

Most recently, Champlain College honored David with an academic center in his name. It is called the David L. Cooperrider Center for Appreciative Inquiry. For the center's dedication, Mr. Martin Seligman wrote: "David Cooperrider is a giant: a giant of discovery, a giant of dissemination, and a giant of generosity" while Harvard's Jane Nelson at the Kennedy School of Leadership said: "David Cooperrider is one of the outstanding scholar-practitioners of our generation."

Caroline Adams Miller

Authentic Grit: Your Secret to Happiness and Success

June 17th 4:30pm to 5:30pm

For almost three decades Caroline Adams Miller, MAPP, has been a pioneer with her ground-breaking work in the areas of goal setting/accomplishment, grit, happiness and success. She is recognized as one of the world's leading positive psychology experts on this research and how it can be applied to one's life for maximum transformation and growth.



MEDIA PERSONALITY

Caroline has been featured in hundreds of magazines, newspapers and other media around the world for several decades, including The New York Times, The Washington Post, USA Today, US News and World Report, ABC, CBS, NBC, NPR and CNN. She was the first Positive Psychology expert to bring coaching and happiness to satellite radio via XM with her "Positive Tip of the Day".

SPEAKER

Caroline's TEDx Talk on grit, "The Moments That Make Champions", has received more than 11,000 views. Angela Duckworth, winner of the 2013 MacArthur Fellowship for developing the Grit Scale, said about the presentation, "Beautiful talk by a paragon of grit! Bravo, Caroline!" Caroline's keynotes and workshops inspire and empower her audiences to set and accomplish goals by using their grit ... thus being more successful and happy both in their work and life. Past clients have included: Young Presidents' Organization, Edward Jones, Heartland Coaches Association, Columbia University, National Press Club and American Society of Journalist and Authors.

Preconference Workshops

Mindfulness-Based Strengths Practice (MBSP) for Practitioners



Ryan Niemiec
June 15th 9:00am to 5:00pm

Dr. Ryan Niemiec's work integrating mindfulness and character strengths has been described by meditation luminaries and positive psychology leaders as "a remarkable contribution to the field of transformation and awakening", "a nuanced articulation of the principles and practice of mindfulness", "a pioneering model for understanding character strengths", and as "practical, effective, and inspiring".

The science of mindfulness is voluminous, increasing twentyfold since 2000; the science of character strengths has similarly exploded in the last decade with the advent of the VIA Classification and VIA Survey, now taken by over 3 million people across every country around the globe and accumulating over 250 peer-review publications in a short time. As both areas capture the interest and excitement of practitioners from the fields of coaching, psychology/counselling, education, and business, practitioners are attempting to navigate these territories and apply this work. These research literatures illuminate important practices.

Followed by a primer on the concepts and research of mindfulness and character strengths, Ryan will weave together the perennial wisdom and science of mindfulness with the modern science and practice of character strengths. Essential concepts and practices from Mindfulness-Based Strengths Practice (MBSP), a manualized program that integrates best research and practices from these two areas, will be discussed. While the majority of mindfulness approaches and programs that have been studied deal with managing a problem or psychological disorder, MBSP offers a fresh approach that targets what is best in people and helps individuals catalyze those qualities to manage problems, build positive relationships, and to thrive. MBSP has been piloted with success across multiple cultures and adaptations for specific populations are being developed.

This interactive workshop will integrate dyad work, small group discussions, didactics, mindfulness/strengths exercises, meditations, and handouts. A novel, mindful eating experience will be offered during the lunch period.

Both beginner and advanced participants in mindfulness/character strengths will find many new ideas, research snippets, and practices that can be immediately applied. Tips for those interested in leading MBSP will be offered.

Prior to the workshop, participants are asked to take the free, online VIA Survey (www.viacharacter.org) and bring their rank-order results to the workshop. Although not required, participants are encouraged to purchase the book *Mindfulness and Character Strengths: A Practical Guide to Flourishing* (Niemiec, 2014), which comes with a 10-track CD, and is available in paper or e-book formats.

How to Identify and Pursue the Most Meaningful Goals with Grit



Caroline Adams Miller
June 15th 9:00am to 12:30pm

Studies have found the happiest people are those who wake up every day to clear-cut goals that provide their lives with meaning and purpose. Their goals are usually quite difficult; however, they don't quit or make excuses. Instead, they rely on the characteristic of "grit" to overcome and thrive. Grit is defined as "passion and perseverance in pursuit of long-term goals." In this session, positive psychology expert Caroline Adams Miller, MAPP, shares her unique, comprehensive and evidence-based approach to helping you create and accomplish any goal on your list. You will learn the power of goal setting and grit to drive happiness and success in your professional and personal life.

After attending this session, you will be able to:

- Set learning and performance goals – and why each matters, as well as the most common mistakes that derail almost everybody
- Identify your “web of influence” and know who should and should not be in it
- Start using the environment to trigger positive habits and goal success
- Cultivate grit in yourself and use it as your “secret to success”

Applied Positive Psychology for Therapists and Coaches an Integrative Framework

Margarita Tarragona
June 15th 9:00am to 12:30pm

How can therapists and coaches apply positive psychology in their work? The field has grown so fast and it is so broad that it can sometimes be hard to know where to start. This workshop offers a map, based on the idea that Positive Psychology encompasses a range of conceptual categories: from a theoretical critique of a field, a philosophical perspective, a rich body of research findings on well-being, to a variety of specific activities and behaviors that people can implement to flourish and lead fuller lives. These various categories or logical levels have different implications in terms of how positive psychology can be used by helping professionals.

This theoretical and experiential workshop offers therapists, counsellors, coaches and other professionals a framework to organize the different ways in which they can incorporate positive psychology in their practice. During our time together, we will strive to create a collaborative learning environment in which we will engage in individual and small group activities. Participants will work with case vignettes, explore and share how they are currently using positive psychology in their practice and play a game to generate positive psychology resources for themselves and the group.



Positive Education: Thriving students and flourishing schools



Lea Waters
June 15th 9:00am to 12:30pm

The field of positive education has gained considerable momentum both in terms of its science and practice. Professor Lea Waters will share her experience of implementing positive education with over 100 schools in countries such as Australia, Hong Kong, China and Europe. The workshop will be a combination of lecture, reflection and small group discussion and will follow a science-practitioner approach. We will look at resources and frameworks that can be applied to assist your school.

Create a Healthy Organizational Climate AND Increase Your R.O.E. (Return On Energy) One AMP (Appreciative Micro Practice) at a Time



Maureen McKenna
June 15th 9:00am to 12:30pm

An introduction to Practical Applications of Appreciative Inquiry with Maureen (Mo) McKenna

Do you want to learn about Appreciative Inquiry (AI) AND discover how to access healthy renewable energy in your organization or community? Have you been incorporating AI into the work you do, and want to learn more about how to weave practical applications into every day actions? Perhaps you are only now learning how AI can support Positive Psychology at the organizational level. If you can say ‘yes’ to any of these questions - this is the workshop for you!

Join Maureen (Mo) McKenna a leading Canadian AI facilitator, in a highly experiential approach of learning about practical ways to weave the principals and methodologies of AI into your work and your life. AI focuses on what is working well by engaging people in asking questions and story-telling. As well as a process

for facilitating positive change, it is a way of being and seeing the world every day. AI begins by identifying the positive core of any system and connecting to it in ways that heighten energy, sharpen vision, and inspire action for change.

The focus for our inquiry will be discovering the positive core of the Canadian Positive Psychology Association (CPPA) and together dream about how we can help all Canadians to flourish. You will walk away from this workshop with the energy and confidence and: Understanding of the principles and assumptions of Appreciative Inquiry; Knowledge on how to create practical applications of Appreciative Inquiry to help create positive human energy within their organizations/communities; Three techniques that will help to weave Appreciative Inquiry into their work.

Appreciative Inquiry & Acting “As If” – A Somatic Approach to Coaching

Shannon Polly
June 15th 1:30pm to 5:00PM

A Somatic Approach to Coaching. Shannon Polly, MAPP, ACC, will draw heavily from the new book she co-edited, Character Strengths Matter: How to Live a Full Life, in this interactive session regarding a somatic approach to coaching. She will present the science behind Appreciative Inquiry (AI) and the acting ‘as if’ techniques. Then participants will be able to experientially try on new ‘personas’ as they might ask their clients to do using monologs and speeches. The workshop will be accompanied by a discount offer for the book “Character Strengths Matter”.



Vitality: Optimal Health and the PERMA-V Model of Flourishing



Emiliya Zhivotovskaya
June 15th 1:30pm to 5:00PM

“Just because you’re not depressed doesn’t mean you’re happy” is a slogan that launched the field of positive psychology. Similarly, “Just because you’re not sick doesn’t mean you’re healthy” is the motto of mind-body medicine. In this workshop, these two worlds collide as we uncover the sixth pillar of flourishing: Vitality. Learn about the PERMA-V model and the self-care practices that enable people to pursue optimal health. Explore the foundation of vitality in sleep, physical activity and nutrition, and peruse lesser-known concepts such as breathing, connective tissue, touch, body mechanics, the relaxation response and nature. We’ll uncover the biological underpinnings of the mind-body connection in each domain of vitality. From squat potties and pop-up stand up desks, to probiotics and specific movements that build fascial fitness, you will leave this workshop with tools and daily hacks that will enable you to support yourself and others in physically flourishing.

A Mindful Approach for Educator Well-Being



Heidi Bornstein and Stephen Chadwick
June 15th 1:30pm to 5:00PM



This experiential workshop is offered to educators and professional support staff who wish to cultivate resilience and well-being in their own lives and contribute to creating an emotionally balanced and more compassionate classroom and school environment.

Why do educators feel stressed? No matter what subject area or age group you teach, you’re probably trying to do all or most of these things simultaneously:

- Balancing the needs and interests of individual students and the class as a whole

- Meeting curriculum objectives for students with varied abilities
- Dealing with administrators, parents, and/or sponsors who may have conflicting ideas about how and what you should be teaching
- Meeting the ever-increasing demands of students with limited resources in the educational system
- Maintaining work-life balance

The intention is to help educators:

- Experience various mindful practices: body and breath meditations, mindful movement/yoga exercises, and discussion.
- Explore foundational mindfulness concepts and the attitudes that support mindfulness.
- Apply mindful awareness in both personal and professional life.
- Review resources to learn more about mindfulness and its applications in education.
- Discover self-compassion practices that help prevent burnout.
- Practice mindful self-care.

Developing Positive Leadership Practices

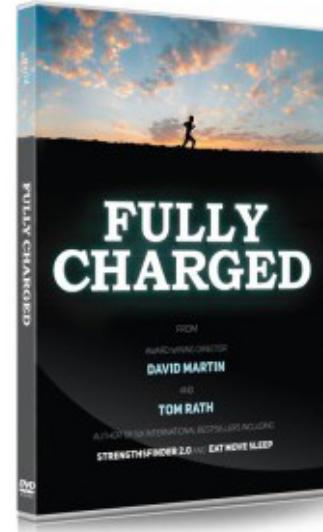
Kim Cameron

June 15th 1:30pm to 5:00PM



This workshop focuses on positive leadership and the practices that help organizations achieve extraordinarily successful performance. The objective is to provide attendees with empirically-based, theoretically-grounded, yet practical tools and practices that can help guide leaders in their organizations. The workshop will introduce examples of leaders and organizations that have achieved extraordinarily successful performance by implementing positive leadership practices. We will also briefly summarize some empirical studies that verify the importance of positive leadership practices in predicting performance. The majority of the time, however, will be spent involving ourselves in applying two or three positive leadership practices—facilitating positive energy networks, implementing a personal management interview process, and transforming organizational culture.

Buy your own copy of Tom Rath's Fully Charged DVD at the CPPA Exhibitor Booth for only \$15



PG. 66 Minutes. CC. Subtitles: Spanish, German, French, Polish, Portuguese.

From award-winning director David Martin and #1 New York Times bestselling author Tom Rath (How Full Is Your Bucket?, StrengthsFinder 2.0, Eat Move Sleep), comes Fully Charged. Filled with expertise and provocative real-world stories, this powerful film reveals practical ways to energize work and life. Fully Charged is about transforming lives through healthier choices, interactions that strengthen relationships, and the pursuit of meaning over happiness. Fully Charged features world-leading experts on:

- behavioral health (Brian Wansink)
- psychology of spending (Ryan Howell)
- social networks (Nicholas Christakis)
- decision-making (Thomas Gilovich)
- willpower (Roy Baumeister)
- meaning in our work (Amy Wrzesniewski)

Invited Speakers

Robert Vallerand

New Developments on a Theory of Passion

Professor Robert J. Vallerand is currently Full Professor of Social Psychology and Director of the Laboratoire de Recherche sur le Comportement Social at the Université du Québec à Montréal, where he holds a Canada Research Chair in Motivational Processes and Optimal Functioning, and Fellow of the Institute for Positive Psychology and Education at the Australian Catholic University. He has taught at both the University of Guelph and McGill University.

Professor Vallerand is recognized as a leading international expert on motivational processes where he has developed theories dealing with intrinsic and extrinsic motivation and passion for activities. He has published 7 books and over 300 scientific articles and book chapters and has received several millions (\$CAN) in research grants. Over 20 of his former students are university professors. Professor Vallerand has served as President of the Quebec Society for Research in Psychology, the Canadian Psychological Association, and the International Positive Psychology Association (IPPA). He serves or has served as Consulting Editor for the top journals in the field.

Professor Vallerand has received numerous awards and honours from over a dozen learned societies, including being elected a Fellow of the American Psychological Association, the Association for Psychological Science, the Society for Personality and Social Psychology, the Royal Society of Canada, and many others. He has also received the Adrien Pinard Career Award from the Quebec Society for Research in Psychology, the Donald O. Hebb Career Award from the Canadian Psychological Association (the highest research awards in psychology in Quebec and Canada, respectively), the International Association of Applied Psychology, and the Sport Science Award from the International Olympic Committee. His latest book is *The Psychology of Passion* (2015) with Oxford University Press.



Margarita Tarragona

Flourishing Life Stories: Positive Psychology and Narrative Practices

Margarita Tarragona is a psychologist who specializes in personal and relational transformation processes such as coaching, psychotherapy and organizational consulting. She received her B.S. in Psychology from the Universidad Iberoamericana in Mexico City and her Ph.D. in Psychology/Human Development from the University of Chicago. Margarita has been the director of the Instituto de Ciencias de la Felicidad Tecmilenio and also created and directed the Diploma in Positive Psychology at the Universidad Iberoamericana, the first university-based positive psychology program in Spanish in the world.

Margarita specialized in family therapy at the Family Institute of Northwestern University and the Ackerman Institute for the Family in New York. She co-founded and teaches in Grupo Campos Elíseos, a training institute for psychotherapists in Mexico City. In her work as a clinician and coach, Margarita incorporates scientific findings on flourishing from positive psychology, with collaborative and narrative ways of working with clients to generate dialogue and expand their life stories. Margarita is on the board of directors of IPPA. She is the author of *Positive Identities: Positive Psychology and Narrative Practices* (2012).

Veronika Huta

Eudaimonia Versus Hedonia: What's the Difference? And is it Real?



Veronika Huta is an associate professor of psychology at the University of Ottawa. She has a Ph.D. in clinical psychology from McGill University. She conducts research on eudaimonia, hedonia, elevation, and meaning, and works on developing an integrated theoretical model of the eudaimonia-hedonia distinction in the domains of well-being orientations, experiences, and functioning. She teaches courses

in positive psychology and advanced statistics, and is one of the top-rated instructors in her faculty. She is a co-founder of the Canadian Positive Psychology Association, she co-organized the first cross-disciplinary conference on eudaimonia, and has recently been interviewed for a book on the world's leading women in positive psychology research.

Ryan Niemiec

Essential Concepts, the Latest Research, and Best Practices with Character Strengths



Ryan Niemiec, VIA's Education Director, is author of several books including: Mindfulness and Character Strengths: A Practical Guide to Flourishing (with 10-track CD), and co-author of Positive Psychology at the Movies; and Movies and Mental Illness. Ryan is a licensed psychologist, certified coach, international workshop leader, and is adjunct faculty or professor at the following universities: Xavier University (Cincinnati), University of Pennsylvania, IE University in Madrid. Ryan develops VIA's courses, reports, and programs and applies strengths as the centerpiece of Character Strengths Coaching. At VIA, he helps professionals in counselling, coaching, business, disability, and education around the world apply character strengths, personally and professionally in their work. He created Mindfulness-Based Strengths Practice (MBSP), the first, structured program for building character strengths. This program is offered online by the VIA Institute. Ryan adapted MBSP for a track on the web/app-based platform Happify, called "Awaken Your Potential."

He has published around 50 peer-reviewed or invited articles on character strengths, mindfulness, and related topics. He is an associate editor or consulting editor for four scholarly journals.

On a personal level, Ryan's signature strengths are hope, love, curiosity, fairness, honesty, perspective, and appreciation of beauty. He enjoys spending quality time with his wife and children, playing basketball, watching positive psychology movies, following Michigan State athletics, playing online chess, and collecting Pez dispensers.

Shannon Polly & Jan Stanley

Building a Positive Ensemble: Ritual and Play



Shannon is one of the first 150 people in the world who have received their Master in Applied Positive Psychology (MAPP) degree from the University of Pennsylvania under Dr. Martin Seligman. Shannon works with Fortune 500 companies in two domain areas: executive presence/presentation skills and positive psychology. Shannon uses the empirical research from positive psychology with her organizational clients to foster positive and flourishing workplaces. She has been an assistant instructor in the MAPP program at the University of Pennsylvania. She has developed curriculum for the higher education version of the movie, Happy, and has taught resilience to over 1,000 Army sergeants for the Master Resiliency Training (MRT) program for the U.S. Army. She holds a graduate degree from the London Academy of Music and Dramatic Art in classical acting and a B.A. with honors from Yale College. She is also a graduate of the Georgetown Leadership Coaching Program. She is a contributing author to Positive Psychology News Daily and is a contributor to the book Positive Psychology at Work and a contributing author (along with Dr. Martin Seligman) to European Handbook of Positive Psychology and the co-editor of Character Strengths Matter: How to Live a Full Life. Her work has been featured in the Huffington Post, Psychology Today, Live Happy magazine and the Toronto Star. She is an ACC coach certified by the International Coach Federation. She is also certified to deliver the MBTI, Leadership Circle 360, VIA character strengths survey and StrengthsFinder2.0 assessments. She is a co-founder of Positive Business DC whose mission is to increase productivity and profitability in the nation's capital.

Jan Stanley is a coach, consultant, facilitator and celebrant who has worked in the learning and development arena throughout her career. Jan works with Fortune 500 companies, Silicon Valley, NASA, the US Army, education institutions and the Harvard Business School to develop leaders. She has been a member of the University of Pennsylvania Resilience training team since 2010, helping others learn the keys to psychological resilience. Jan is also a member of the Celebrant Foundation and Institute faculty where she



teaches the design of ceremonies, as well as the Quiet Leadership Institute, where she helps organizations lift the voices of all members, introverts, extroverts and ambiverts alike. Jan is passionate about the use of ceremony and ritual for well-being and is experienced with strategy development and implementation, instructional design and delivery and helping others grow and thrive through the many challenges that may come their way. Jan is a graduate of the University of Wisconsin and the University of Pennsylvania, where she received her Master of Applied Positive Psychology degree.

Maureen McKenna & Tim Fleming

Lightning Rod! A Leader's Guide to Being a Positive Conduit for Group Energy.

Maureen (Mo) McKenna, is a dynamic and innovative facilitator, speaker, learning partner and business coach. She is a Certified Management Consultant. She has more than 20 years of experience in organizational effectiveness, change leadership, facilitated learning design and delivery. She is a leader in Canada in the field of Appreciative Inquiry. Her current focus is the emerging field of Dialogic Organizational Development.

Tim Fleming is motivated by the belief that positive, meaningful engagement together with well-designed and facilitated processes can lead to better, more durable decisions, greater productivity and transformed relationships. He has an undergraduate degree in Conflict Resolution and International Development, a certificate in Public Participation from the International Association for Public Participation, and a Professional Certificate in Conflict Management from the Sprott School of Business. He holds the designation of IAF Certified Professional Facilitator (CPF) from the International Association of Facilitators.



Louis J. Alloro

When Happiness Has a Bad Day



Louis [loo-is] Alloro [uh-lohr-o], M.Ed., MAPP is a change-agent working with individuals and organizations to enable positive evolution, even through the most difficult challenges. He is one of the first 100 people in the world to earn a Master of Applied Positive Psychology from the University of Pennsylvania and holds a second Masters degree in the Foundations of Education. His toolkit is stocked with the applied sciences of well-being, success, neurobiology, biomimicry, Appreciative Inquiry multiple intelligences (including systems theories), positive organizational design, and mindfulness. Louis is co-founder and director of a 6-month Certificate in Applied Positive Psychology (CAPP) program now in 12 cities. The program is a deep dive into the science of human flourishing and designed for change-agents of all kinds to hone their skills and become more effective at motivating and empowering others. He is also designer of a city-wide, positive mental health intervention called SOMO Leadership Labs which was piloted city-wide in Cleveland, Ohio, and is a senior fellow at the Center for the Advancement of Well-being. He lives in Philadelphia with his puppy, Ryder, and travels often to find sand, sun & collaborative opportunities all over the world.

Haesun Moon

Coaching A to Z: Extraordinary Use of Ordinary Words



Haesun resides in Toronto, Canada, with her family, and she describes her life as "full of pleasant surprises" meeting many practitioners, searchers and some skeptics with good questions that provoke meaningful dialogues. She is the Program Director of Solution Focused Brief Coaching Program at University of Toronto, and she also works in Organizational Development & Leadership at Sunnybrook Health Sciences Centre.

Her area of expertise is in transformative education at work through intentional use of language that brings about positive changes in and among people. She contributes to adult education by researching, publishing, facilitation, and coaching. Haesun is also a dog lover and an amateur musician.

Program at a Glance

Wednesday

7:30 AM - 9:00 AM Registration & Coffee/Tea

9:00 AM - 12:30 PM

Pre-Conference Workshops	Speaker	Room
Mindfulness-Based Strengths Practice (MBSP) for Practitioners (Part 1 of 2)	Ryan Niemiec	Ballroom A
Create a Healthy Organizational Climate AND Increase Your R.O.E.(Return On Energy) One AMP (Appreciative Micro Practice) at a Time	Maureen McKenna	Studio 10
How to Identify and Pursue the Most Meaningful Goals with Grit	Caroline Adams Miller	Studio 11
Positive Education: Thriving students and flourishing schools	Lea Waters	Studio 12
Applied Positive Psychology for Therapists and Coaches an Integrative Framework	Margarita Tarragona	Studio 13

12:30 PM - 1:30 PM Lunch (Room: Sunhill)

1:30 PM - 5:00 PM

Pre-Conference Workshops	Speaker	Room
Mindfulness-Based Strengths Practice (MBSP) for Practitioners (Part 2 of 2)	Ryan Niemiec	Ballroom A
Developing Positive Leadership Practices	Kim Cameron	Studio 10
Vitality: Optimal Health and the PERMA-V Model of Flourishing	Emiliya Zhivotovskaya	Studio 11
A Mindful Approach for Educator Well-Being	Heidi Bornstein	Studio 12
Appreciative Inquiry & Acting "As If" – A Somatic Approach to Coaching	Shannon Polly	Studio 13

5:00 PM - 7:00 PM Dinner on Own & Networking

7:00 PM - 9:30 PM Welcome Reception with Robert Vallerand and Lea Waters (Room: Grand Ballroom)

Canadian Positive Psychology Association



The CPPA's vision is to have a psychologically healthy Canadian society through the promotion of research and application of positive psychology across Canada.

- Learn about the science of well-being
- Apply this knowledge to the work you do
- Improve your psychological health

BECOME A MEMBER TODAY

Members of the CPPA get:

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Thursday

6:45 AM - 7:30 AM Rhythm In Motion Sunrise Dance Class (Room: Upper Garden Foyer)
8:00 AM - 9:30 AM Opening + Keynote: BARBARA FREDRICKSON - Prioritizing Positivity
9:30 AM - 9:45 AM Networking Break

9:45 AM - 10:45 AM	Speaker	Room
Concurrent Session 1		
Invited Speaker: New Developments on a Theory of Passion	Robert Vallerand	Grand Ballroom
Symposium 1: Balanced Positive Psychology		Studio 10
Finding Balance in Positive Psychology	Jamie Gruman Margaret Lumley Gloria Gonzales-Morales	
The Future of Development is Complex	Bruce Oddson	
Optimism: The past, present, and future of a positive trait	Michael A. Busseri	
Symposium 2: Thriving Youth		Studio 12
A Positive Psychology Approach to Increasing Self-Compassion in Adolescents	Jennifer Brownstein	
Effectiveness of Five Factor Positive Thinking Skills on Students Life-Satisfaction	Mana Chamzadeh Ghanavati Alireza Memarian	
Youth that thrive: A review of critical factors and effective programs for 12-25 year olds	Benjamin Kutsyuruba John Freeman Jeffrey MacCormack	
Symposium 3: Youth Flourishing with Mental and Physical Illness		Ballroom A
Hope, Self-Compassion, and the Cultivation of Self-Efficacy During Mental Health Training	Lauren Pudalov	
Positive Psychotherapy for Youth at Clinical High-Risk for Psychosis	Lauren Drvaric	
Quality of life for youth with chronic conditions: A longitudinal study	Janette McDougall	
Workshops		
Using Feedforward To Change Manager's Daily Interactions With Staff	Kim Rigden Marie-Hélène Budworth	Studio 11
From Power to Strength: Coaching the Post-heroic Leader	Jeffrey W Hull	Studio 13

10:45 AM - 11:00 AM Networking Break

11:00 AM - 12:00 PM	Speaker	Room
Concurrent Session 2		
Invited Speaker: When Happiness has a Bad Day	Louis Alloro	Grand Ballroom
Symposium 4: Who is Flourishing?		Studio 10
Happiness is a point of view: a cross-linguistic study of happiness	Susan Xu	
How many Canadian Young Adults are Flourishing and Languishing?	Tayyab Rashid Laura Boyko Ron Chu Aryel Lutchmie-Maharaj	
Measuring Positive Mental Health – Positive Mental Health Surveillance Indicator Framework	Caryn Pearson	
Symposium 5: Positive Mental Health Among Youth with Mental Illness: Understanding to Intervention		Ballroom A
Positive Mental Health Among Youth with Mental Illness: Understanding to Intervention	Margaret N. Lumley Brae Anne McArthur Hayley Bowers	
Workshops		
Self-Efficacy: The key to high performance in organizations	Louisa Jewell	Studio 11
Mindful Educators – Resilient Students: An Experiential Approach	Heidi Bornstein Stephen Chadwick	Studio 12
The How, What, and Why of Happiness at Work	Danielle Forth	Studio 13

12:00 PM - 1:15 PM Lunch: Tom Rath's Fully Charged Movie Screening (Room: Grand Ballroom)

1:15 PM - 2:15 PM	Concurrent Session 3	Speaker	Room
	Invited Speaker: Building A Positive Ensemble: Ritual and Play	Shannon Polly Jan Stanley	Grand Ballroom
	Symposium 6: Exploring Meaning and Passion		Studio 10
	Obsessive passions may reflect executive control problems	Jonathan Bridekirk	
	Eudaimonia and Hedonia's Relation with Physiological Responses and Facial Expressions	Keith Pearce	
	Exploring Everyday Notions of Meaning in life and Purpose in Life	Renée Taylor	
	Symposium 7: Positive Education: Strategies for Educators		Studio 12
	Character Strengths in English Class	Beverly Jones Redekop	
	Developing meaning of work to future teachers : A solution to help them cultivate well-being in the profession	Nancy Goyette	
	Students' school attachment and feelings of relatedness to teachers predict how they enjoy and value school learning activities	Frederic Guay Caroline Senecal	
	Symposium 8: Considering Forgiveness		Ballroom B
	Considering Forgiveness within Relationship Dyads	Patrick L. Hill	
	Workshops		
	Co-Creating a Life-Affirming Vocabulary – the Example of speakGreen	Claudia Gross	Studio 11
	When There's An Image - There's a Way	Lydia Levleva	Studio 13
	Shake Your Body: Exhilarating Movement For Positive Health Across Lifespan	Lisa Honig Buksbaum Elaine O' Brien	

2:15 PM - 3:15 PM Networking Break: Poster Session (Room: Studio 4, 5, 6)

3:15 PM - 4:15 PM	Concurrent Session 4	Speaker	Room
	Invited Speaker: Lightning Rod! A leader's guide to being a positive conduit for group energy	Maureen McKenna Tim Fleming	Grand Ballroom
	Symposium 9: Positive Psychology Strategies: Practices of the Future		Ballroom B
	Technology and the Gamification of Mental Processes to Support Happiness	Aida Memisevic	
	Mind Armour: Mental Wellness Education & Training for Occupational Stress & Trauma	Sajel Bellon	
	The Future Workplace is Here	Vera Asanin	
	Symposium 10: Happiness Around the World		Studio 12
	Happiness around the world: A comparative analysis	Rebecca Pschibul	
	Insights from a New Systematic Review on Elevating Experiences	Keith Pearce	
	Worldviews that Relate to the Pursuit of Eudaimonia and Hedonia	Arthur Braaten	
	Symposium 11: Transforming Setbacks into Growth		Ballroom A
	PTSD as A Driver of Reduced Hope Mediated by Anxiety	Ricky T. Munoz Robert Bartholomew Chan Hellman	
	Enjoyment and anxiety in second language communication	Peter MacIntyre Esther Abel Jean-Marc Dewaele	
	Art-making and resilience in war-affected youth	Lara Kalaf	
	Workshops		
	Teaching Toward a Transformation That Lasts	Maria Sirois	Studio 10
	Beyond Happiness to Greatness: A Workshop Application to Achieve a Higher Goal	Scott Anthony Asalone	Studio 11
	Mindfulness Approaches for Enhancing Coaching Presence	Marla Warner	Studio 13

4:15 PM - 4:30 PM Networking Break

4:30 PM - 6:00 PM Closing + Keynote: KIM CAMERON - Addressing Criticisms of Positive Psychology & Positive Organizational Scholarship

6:15 PM - 7:15PM Annual General Meeting (Room: Ballroom A)

7:30 PM - 9:00 PM CPPA & Soaring WordsROCK the World! Admission with paid ticket only (Room: Grand Ballroom)

9:00 PM - 11:00 PM Party On: Cashbar & Dancing

6:45 AM - 7:30 AM	Rhythm In Motion Sunrise Dance Class (Room: Upper Garden Foyer)
8:00 AM - 9:30 AM	Opening + Keynote: DAVID COOPERRIDER - The Discovery and Design of Positive Institutions
9:30 AM - 9:45 AM	Networking Break

9:45 AM - 10:45 AM	Concurrent Session 5	Speaker	Room
	Invited Speaker: The Backbone of Positive Psychology: Essential Concepts, the Latest Research, and Best Practices with Character Strengths	Ryan Niemiec	Grand Ballroom
	Symposium 12: The Impact of Nature and Materialism on Well-being		
	Factors Predicting Connection to Nature	Misha Voloaca	
	Materialism lowers well-being: The mediating role of need for autonomy-correlational and experimental evidence	Tania Nagpaul	
	Noticing nature: Individual and social benefits of a two-week intervention	Holli-Anne Passmore	
	Symposium 13: Positive Education Interventions		
	Implementing Pathways to Flourishing at Ridley College	Nina Lee Webster Liz Clarke	Studio 12
	Student Perceptions of Happiness Intervention Activities	Christine Zupo	
	Thriving schools and educators: From functioning to flourishing	Sabre Cherkowski Keith Walker	
	Symposium 14		
	Leverage Adversity and Turn Setbacks into Springboards	Claire Dorotik-Nana	Ballroom A
	Resilience and Gratitude through an Event that Changed the World	Ron DiFrancesco	
	Understanding the "How" and "Why" of Well-being: Real-World Lessons	Jacqueline Synard Nicola Gazzola	
	Symposium 15 (French): Le soutien à l'autogestion : une voie positive vers le rétablissement en santé mentale		
	Le soutien à l'autogestion : une voie positive vers le rétablissement en santé mentale	Simon Coulombe Stephanie Radziszewski Présilla Labelle	Ballroom B
	Workshops		
	Move2Love and Well-Being: Celebrating Kinesthetics, Rhythm, and Flow Together	Elaine O'Brien	Studio 11
	Growing a PP-Based Business: 5i Change Agents Model	Emiliya Zhivotovskaya	Studio 13

10:45 AM - 11:00 AM Networking Break

11:00 AM - 12:00 PM	Concurrent Session 6	Speaker	Room
	Invited Speaker: Eudaimonia versus hedonia: What's the difference? And is it real?	Veronika Huta	Grand Ballroom
	Symposium 16: The Science of Hope		
	Exploring Life Satisfaction as an Antecedent of Hope: Results of a Two Wave Cross Lagged Panel Analysis Using Latent Variables	Ricky T. Munoz Chan Hellman Kathleen Quinton	Studio 10
	A Structural Equation Model of Hope, Life Satisfaction, and Emotional Well-Being as Drivers of Health Related Quality of Life among Homeless Individuals	Ricky T. Munoz Chan Hellman	
	Locus of Hope: A Model of External Hope in Parents/Guardians as a Driver of Life Satisfaction via Internal Hope	Ricky T. Munoz Jody Worley Kathleen Quinton	
	Symposium 17		
	Strengths-Based Resilience: Results from Multisite Studies	Tayyab Rashid Afroze Anjum Ruth Louden Samantha King	Studio 12
	Symposium 18 (French):		
	La passion de l'enseignement : une dimension du bien-être (ou du mal-être) à prendre en compte dans l'élaboration de l'identité professionnelle des enseignants novices	Nancy Goyette	Ballroom B
	Poésie Slam auprès des jeunes membres de gangs de rue	Céline Guindon	
	Workshop		
	A Strengths-Based Leadership Development Approach That's 2 – 3 Times More Effective	Jim Clemmer	Studio 13
	Positive Art Interventions: Creative Tools Promoting Well-Being	Olena Darewych	Ballroom A
	What is Success: A Humanistic Perspective for Coaches and Athletes Using Solution Focused Principles	Elaine Cook Gretchen Kerr	Studio 11

12:00 PM - 1:15 PM Lunch

12:30 PM - 1:10 PM Lunch Events: Laughter Yoga (Room: Upper Garden Foyer)
Strength Clusters™ Visual Models and Tools (Room: Idea Loft)

1:15 PM - 2:15 PM

		Speaker	Room
Concurrent Session 7			
Invited Speaker: Flourishing Life Stories: Positive Psychology and Narrative Practices	Margarita Tarragona		Grand Ballroom
Symposium 19: Insights from Positive Education			Studio 10
Outdoor Education and Strengths-Based Learning – A Perfect Match	Jalynn Bosley Samantha Dear		
Where Do I Begin? Starting a middle school guidance program from scratch	Jen Vincent		
Opening up the Door to Positive Writing	Kathryn Britton		
Symposium 20: Positive Psychology at Work			Studio 11
A Grateful Workplace: The Benefits of Practicing Gratitude at Work	Vanessa M. Buote		
An Ecological Perspective on the Lifecycle of Trust in Leadership	Benjamin Kutsyuruba Keith D. Walker		
Beyond the SMILE: Improving customer experience through increasing employee engagement.	Mandy Dorans		
Symposium 21: Positive Body Image			Ballroom A
Body confidence: Girls want support, guys want to show off	Kimberley L. Gammage Larkin Lamarche		
Differences between Iranian adolescent girls with high and low level of Subjective Well-Being	Naghmeh Taghva		
Positive emotions facilitated by body appreciation at any body size	Lindsay Cline Kimberley L. Gammage		
Symposium 22 (French): Interventions novatrices en psychologie positive			Ballroom B
L'intégration de la psychologie positive dans le domaine agricole	Nathalie Tanguay		
Comment enseigner et promouvoir la psychologie positive de 'deuxième vague'	Martin Benny		
? Pistes émergeant d'un atelier de promotion du bien-être offert à Montréal			
Le projet Korsa: vivre le stress autrement.	Simon Grégoire		
Workshops			
Narrative career management framework for coaching and education increases Psychological Capital	Mark Franklin		Studio 12
Bringing Strengths to Life in Organisations	Sue Langley		Studio 13
2:15 PM - 3:15 PM	Networking Break: Poster Session (Room: Studio 4, 5, 6)		
3:15 PM - 4:15 PM			
Concurrent Session 8			
Invited Speaker: Coaching A to Z: Extraordinary Use of Ordinary Words	Haesun Moon		Grand Ballroom
Symposium 23: Second Wave Positive Psychology			Studio 10
How to teach and promote 'Second Wave Positive Psychology' principles?	Simon Coulombe		
Insights from a well-being promotion workshop in Montreal	Martin Benny Jean-François Villeneuve		
Development of Positive Psychology: Contributions from Traditional Psychological Disciplines	Weiting Ng		
The criticality of matched-expectancy and motivation placebo conditions in positive psychology interventions.	Ekaterina Pogrebtsova Callie Hill Gloria González-Morales		
Symposium 24: Thriving with Illness			Ballroom A
The Effectiveness of Emotional Self-Regulation in patients with migraine	Alireza Memarian		
A Positive Approach to Autism	June B. Pimm		
Thriving in the Face of Adversity: Mothers with Multiple Sclerosis	Ruth S. Farber Peggy Kern		
Workshops & Discussion Forums			
Application of Positive Organizational Development in a University Setting: Understanding the long term impact of Asset-Based Approaches to Building Leadership Capacity	Julie Stockton Maura Da Cruz		Studio 11
Re-constructing Childhood Trauma and the Role of Story Shifters in Generating Alternative Narratives	Barbara Ward		Studio 12
La pleine conscience : avec ou sans méditation ?	Sylvie Boucher		Ballroom B
Exploring Best Practices with Character Strengths	Ryan Niemiec with Lea Waters, Veronika Huta, Shannon Polly and more		Studio 13

4:15 PM - 4:30 PM

Networking Break

4:30 PM - 6:00 PM

Closing + Keynote: CAROLINE MILLER - Authentic Grit: Your Secret to Happiness and Success

6:00 PM - 7:00PM

Reception: Cash Bar

7:30 PM - 11:30 PM

CPPA Shuttles to Fireworks over the Falls (optional)

Thursday Schedule

Concurrent Session 1

9:45 AM-10:45 AM

Symposium 1: Balanced Positive Psychology

Studio 10

Finding Balance in Positive Psychology

Dr. Jamie Gruman
Margaret Lumley
Gloria Gonzales-Morales

Positive psychology has an image problem. Critics both within academia and in the general public often regard positive psychology as a form of “happyology” which focuses exclusively on the positive side of life and ignores the negative. This happens despite that fact that positive psychology was actually intended to help balance out, but not eliminate, psychology’s traditional focus on the negative. In this talk, we will discuss the idea of balance and the specific ways in which balance should be conceptualized within positive psychology. These include “balance as mid-point”, “balance as synthesis”, “balance as a tempered view of constructs”, and “balance as contextual sensitivity”. Thinking in terms of “balance psychology” presents a more accurate view of positive psychology, satisfies the concerns of the area’s critics, and has direct implications for research and practice.

Dr. Jamie Gruman is an associate professor in the Department of Management at the University of Guelph, and the Founding Chair of the Canadian Positive Psychology Association.

Drs. Margaret Lumley is an Associate Professors in the Department of Psychology at the University of Guelph.

Gloria Gonzalez-Morales is an Associate Professors in the Department of Psychology at the University of Guelph.

The future of development is complex.

Bruce Oddson

Positive institutions are held to be one of the pillars of positive psychology. The developments in positive organizational interventions and positive education certainly reflect this. However, it is possible that the development of applications in these areas have outstripped the supporting pillars of theory. Institutions operate in a social ecosystem. One of the principle ideas of ecology is that ecosystems are complex. Complexity is largely missing from psychological theories. The complexity of happiness and wellbeing are often underplayed, as is the complexity of individuals and their inter-reactions. I will go further than to suggest that positive psychology should pay attention to complexity and say that intra- and inter-individual complexity should be recognized as a fundamental characteristic of flourishing. The development of complex individuals may be the best avenue for complex and positive social development. Institutions that will play a part in this must be able to accept and encourage diversity, flexibility and freedom within and between people. They could be facilitated by the development of comprehensive theories that bridge in the individual and societal levels. A positive model of social psychology should be able to describe how social interactions are reciprocally supported at the individual level and how individual development is reflected by the way they relate to others. Similarly a theory of positive education needs to describe the process by which individuals become complex and how this relates to society. Generally, there is a need for new theories that describe how to permit and encourage these processes without assuming that individual virtues are any more central than social ones. Such a development can help change society institutions to help make real the aspirations of positive psychology, social ecology, ecophilosophy and other progressive movements.

Bruce Oddson is an assistant professor at the School of Human Kinetics, Laurentian University. After a finishing his doctorate in psychology at the University of Toronto (2001) he gradually transitioned into health research. However he maintains broad interests in health, wellness and learning; on good days he gets to work on research covering all three.

Optimism: The past, present, and future of a positive trait

Michael A. Busseri, PhD

Dispositional optimism refers to a general tendency to expect positive personal future life outcomes. Optimism has been linked with positive functioning across a variety of domains. Explanations for these apparent benefits focus on optimists' adaptive coping and successful goal-pursuit strategies. Theoretically, associations between optimism and effective self-regulation arise because of the heightened motivation and confidence stemming from expectations of positive future outcomes. Thus, the anticipated future is central not only to the definition of optimism, but also to explanations concerning why greater optimism leads to more positive outcomes. However, the anticipated future does not exist in a temporal vacuum. Rather, individuals' expectations for the personal future are linked with their perceptions of their past and current lives. Indeed, a growing body of research has revealed fundamental connections between the subjective past, present, and anticipated future. I will discuss the important implications of this research for understanding optimism from a temporally-expanded perspective. I will review recent research findings from my lab, including both correlational and experimental studies. These findings reveal that the 'power' of optimism may stem not just from positive expectancies for the future, but from the tendency to view one's life positively across temporal perspectives. Finally, I will highlight the implications of this new approach with respect to theory, research, and positive psychological practice concerning dispositional optimism.

Michael Busseri is an Associate Professor in the Department of Psychology and Director of the Well-Being Research Lab at Brock University. He received his Honours Bachelor of Arts degree in Psychology from the University of Waterloo (1995), his Masters of Arts degree in Clinical Psychology from the University of North Dakota (2001), and his PhD in Psychology from Brock University (2009). His expertise falls within the areas of social and personality psychology, and multivariate statistics. Research interests include subjective well-being, temporal self-appraisals, and dispositional optimism. Teaching interests include positive psychology, research methods, and advanced statistics.

Workshop

Studio 11

Using Feedforward To Change Manager's Daily Interactions With Staff

Kim Rigden
Marie-Hélène Budworth

Traditional performance feedback sessions have been demonstrated to be inconsistently effective (Alvero, Bucklin, & Austin, 2001; Kluger & DeNisi, 1996). Feedforward (FF) has been shown to be a promising technique for improving performance among employees (Budworth, Latham, & Manroop, 2015). Anchored in appreciative inquiry, FF focuses on employee strengths rather than their weaknesses. Most managers are not trained to scan for opportunities to reinforce positive behaviours; instead the focus is on deficits. Even if these perceived deficits are not specifically commented on, this negative focus has the potential to impact the employee/employer relationship and ultimately employee performance. In this session, an academic and a practitioner will lead a discussion about the science and practice of FF. Initially, the specific case of an urban emergency call centre will be presented. This environment requires a rigorous quality assurance program where managers provide daily feedback on employee performance. The presenters are currently conducting a quasi-experiment exploring whether FF will decrease stress, improve relationship quality, and improve performance of emergency dispatchers. Findings to date will be shared.

The discussion will expand to explore the broader potential applications for organizations. The two main areas of focus will be: (1) Using action-oriented questions to elicit stories of success from staff that can affirm the employee and (2) Reorienting the focus of performance management away from critical feedback to guidance based in Appreciative Inquiry. This presentation proposes that by seeking out daily opportunities to focus on employee strengths, managers have the opportunity to improve their own experience of motivating their employees, improve the quality of relationships at work, and ultimately improve employee performance.

Kim Rigden has 25 years experience in Emergency Medical Services. Currently, she manages the Education and Quality Improvement Unit for a large urban paramedic 911centre. She has 5 supervisors who are responsible for provide all training, continuing education, and quality control for 130 emergency medical dispatchers.

Kim is a certified instructor for the International Academies of Emergency Dispatch (IAED) and serves on the Board of Curriculum and the Editorial Board for the Journal of Emergency Dispatch. She is passionate about using positive psychology principles to educate, mentor and inspire others. Kim currently a mature student at WLU studying psychology.

Marie-Hélène Budworth (PhD, Organizational Behaviour and Human Resource Management) researches in the areas of development and learning as a faculty member at York University. She is interested in how people learn, acquire knowledge, make choices, and negotiate with one another in order to overcome systemic and personal barriers to success. She believes that learning and development are socially constructed and, therefore, looks at the individuals and networks that surround people as a way of understanding conditions for success. She also examines the value of psychologically based interventions for enhancing and promoting development within systematically disadvantaged populations.

Symposium 2: Thriving Youth

Studio 12

A Positive Psychology Approach to Increasing Self-Compassion in Adolescents

Jennifer Brownstein

This project describes the development of a 12-session manual for middle school students, aged 12-15 who attend McLean Hospital's Program in Education, Afterschool & Resiliency (PEAR). The program is based on the Clover model, which focuses on four elements necessary for youth to thrive: Active Engagement, Assertiveness, Belonging and Reflection. This project details the creation of the new Reflection "leaf" of the Clover model. The approach that this manual highlights will be especially useful for adolescents with well-developed skills in analysis, insight, observation and understanding, but who are at risk for rumination and over-analysis. The goal of this group curriculum is to amplify the participant's well-honed ability for self-reflection and to wed it with self-compassion. Positive Psychology research indicates that this is likely to increase resiliency by strengthening protective factors such as optimism and social connection. Increasing one's self-compassion will not only be used to cultivate self-reflection, but also to increase optimism and connectedness. This poster presentation outlines the overall context and specific steps of the manual, and includes useful exercises that are practical and

applicable to clinical practice.

Jennifer Brownstein, M.A, Psy.D, a recent graduate of William James College is honored to be presenting her poster and doctoral project, "Cultivating Self-Compassion through a Youth Resiliency Program". Her primary interest is increasing individuals' well-being in individual and group therapy settings. She recently completed her fourth year clinical internship at Tufts Craniofacial Pain Center and the Massachusetts General Hospital. She has developed and implemented Positive Psychology groups at several universities and hospitals in the Boston area. Dr. Jen is grateful to be part of the Canadian Positive Psychology Association and wishes to expand the community of like-minded thinkers.

Effectiveness of five factor positive thinking skills on students life-satisfaction

Mana Chamzadeh Ghanavati

Mohsen khanbani

Alireza Memarian

The present study aims at investigating the effect of Five Factor Positive Thinking skills Training on the satisfaction with living environment, self-satisfaction, and personal self-control of students aged 10 to 13 years old. The population of this research includes all 10 to 13 years old students between both genders in Isfahan. To achieve the aim of the study, 48 students were accessible and randomly chosen, 24 of whom were ascribed to experimental group and the other half assigned to the control groups. Then, Before and after the intervention, data were collected from two groups using the Huebner et al.'s Life Satisfaction Scale (1994) and Humphery's Perceived Self-control Scale (1982) questionnaires. Then experimental group received 90 minutes Five Scale Positive Thinking Skills Training of Educational book of me and my Thoughts by Chamzadeh (2014) through 12 sessions. After 8 weeks from the last training session the questionnaire was completed again by 2 groups. The results of covariance analysis showed that there is a significant difference in life satisfaction, self-satisfaction and personal self-control between two groups($p<0.01$). It shows that, Five Factor Positive Thinking Skills Training has been effective on increasing life-satisfaction, self-satisfaction, and personal self-control of these students.

Key words: Five factor positive thinking skills, personal self-control , satisfaction with living environment, self-satisfaction." "M.A in psychology. Department of Educational and psychology, Azad University Isfahan, Iran.

She is Member of international positive psychology association and American psychology association. She is organizer of first positive psychology exhibition in Iran. Instructor of positive psychology workshops Author of “me and my Thoughts” book. And Designer of Five factor Positive Thinking Skills Training” “phd student in General psychology, Department of Educational and psychology, Azad University Isfahan, Iran . Researcher in basis training of positive thinking and psychological well-Being .
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Alireza Memarian is the Director and Editor-In-Chief of “European Journal of Psychology & Educational Studies”, and the Chief Executive Officer of “European Academy – Research & education”. He is passionate to promote positive psychology, Positive Education and search advanced techniques of positive Education for the public, especially schools. Memarian has done various research about effectiveness of positive education on elementary school students’ resiliency/ flourishing in Iran. .Memarian’s knowledge about business strategy, positive psychology, and education along with twenty years working and training different skills in Canada give him proper tools and insight to implement positive Education initiatives in Iran.
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Youth that thrive: A review of critical factors and effective programs for 12-25 year olds

Benjamin Kutsyuruba
John Freeman
Jeffrey MacCormack

The purpose of this paper is to report on the study that analyzed the critical factors that support youth, ages 12 to 25, through critical life stage transitions and thriving throughout life. We adapted the most salient theoretical premises of Developmental Assets™, the Five Cs Model, and Self-Determination Theory to create a youth thriving model. We used an 8-stage process: identifying key search words, collecting academic and non-academic articles, establishing inter-rater reliability (Kappa score =.77), selecting 257 academic and 223 non-academic articles to be reviewed, extracting initial data into tables, writing a scoping report for client review, creating appropriate standards of evidence criteria, analyzing critical factors and outcomes with a secondary review of literature, and identifying promising practices. Through a review of the major relevant theory and frameworks, we identified three critical factors as consistent and recurring: autonomy, relatedness, and competence. These critical factors are congruent in terminology with the three basic psychological needs posited by Self-

Determination Theory but are supported by additional evidence from Developmental Assets™ and the Five Cs Model and are furthermore not conceptualized as needs (i.e., innate and required for survival). These critical factors change in prominence through critical transitions to promote long-term thriving. Eighteen direct interventions (evidence-based and promising) and relevant studies and reviews of interventions are detailed, six for each critical factor, in terms of key aspects of program design, key program components critical to success, impact measures, and applications for informing future program design. The paper concludes with a synthesis and possibilities for next steps.

Benjamin is an Associate Professor in Educational Policy Studies with Expertise in Legal Issues in Education, Educational Policy and Leadership at the Faculty of Education, Queen’s University. His research interests include educational policymaking; educational leadership; mentorship and development of teachers; trust, moral agency, and ethical decision-making in education; well being and school climate; transnationalization of higher education; school safety and discipline; and, educational change, reform, and restructuring. His areas of teaching are educational leadership, school law and policy, educational policy studies, and policymaking in education.

John is a Professor at the Faculty of Education, Queen’s University, with a cross-appointment to the School of Health Sciences and Kinesiology and Director of the Social Program Evaluation Group (SPEG). He is also co-Principal Investigator of the Health Behaviour in School-aged Children (HBSC) study, a cross-national study examining the effects of context on adolescent health and health behaviours. His research and that of the students he supervises focuses primarily on how schools can be made more welcoming places for students, teachers, and parents, regardless of ability level, race, sexuality, or emotional health (among other considerations).

Jeffrey is a Ph.D. candidate at the Faculty of Education, Queen’s University, with a focus on cognition. He is a teacher certified by the Ontario College of Teachers with 9 years of experience teaching elementary school. He worked as an instructor at Queen’s University and has taught and authored online courses for educators. He is currently conducting research on several topics including: social skills interventions for children with autism, emotional well-being and rates of physical activity of school-aged children, and using interest-based programs to increase motivation.

Workshop

Studio 13

From Power to Strength: Coaching the Post-heroic Leader

Jeffrey W Hull, PhD

This experiential session provides a demonstration of a strengths-based leadership assessment/coaching framework developed to help organizational leaders adapt to a post-heroic context. Current research on the emergence of millennials and their impact on leadership constructs, along with the evolution of post-heroic leadership theories will be reviewed and described in the context of eight fundamental mind-body adaptations that occur as traditional “power” (positional, hierarchical, autocratic) leadership styles evolve towards “strength” approaches (adaptive, distributed, non-hierarchical, co-powering). A post-heroic framework enables coaches to determine a leader’s current values and strengths and provides a tool for inquiry and expansion, as well as identifying fear/risk factors that may inhibit self-inquiry and personal growth. With the emergence of millennials as leader/clients, organization cultures and values are shifting dramatically beyond patriarchal/traditional constructs towards a more collaborative, interdependent, networked, and fluid context. A positive psychology-based approach to leader development is well-suited to support the expansion of flexibility and adaptability regarding power dynamics, self and social awareness. The session will be organized around real-life case-studies in which coaching enables a “pre-heroic” leader to expand his/her operating repertoire to include key “post-heroic” attributes. In small groups, participants will review the post-heroic framework, reflect and dialogue with colleagues on how they might utilize this particular model/framework with clients. Paired role plays will provide participants an opportunity to self-assess with a partner and/or work through a client engagement where this model could be implemented.

Jeffrey Hull, Ph.D. is founding partner and CEO of LeadershipShift, Inc. a boutique management consultancy based in New York City. He is also a clinical instructor in psychology at Harvard Medical School, Director of Education and Business Development at the Institute of Coaching (a Harvard Medical School affiliate), and an adjunct professor of leadership at New York University.

Dr. Hull is an accomplished executive coach, research/writer and consultant. He has worked with Fortune 100 companies in the US, Asia, and Europe and presented

on positive-psychology-based coaching for the International Leadership Association, the Society for Consulting Psychology, and the Harvard Medical School annual conference on leadership and health coaching.

Symposium 3: Youth Flourishing with Mental and Physical Illness

Ballroom A

Hope, Self-Compassion, and the Cultivation of Self-Efficacy During Mental Health Training

Lauren Pudalov, M.A.

Mental health practitioners face multiple stressors which influence both self-efficacy and client treatment outcomes. Empirical research about psychology graduate students is limited, especially regarding the factors that promote wellness, learning, and self-confidence. This research expands our field of knowledge and explores the relationship between hopefulness, self-compassion, and trainee clinician self-efficacy. The two hypotheses in the current study are: 1) hope and self-compassion are positively correlated with each other and with self-efficacy and 2) there is a stronger positive relationship with self-efficacy when the effects of hope and self-compassion are combined. There were 147 respondents from masters and doctoral level programs who participated. Participants ranged in age from 22 to 64 years of age and predominately identified as Caucasian. Three valid and reliable measures were used to measure the constructs under review through a quantitative online survey design format. Correlational analyses and multiple regressions supported both hypotheses. When comparing self-compassion to hopefulness, hopefulness is a more robust predictor of trainee self-efficacy. Interestingly, the constructs of hope and self-compassion have a synergistic effect in that when combined, they more robustly predict self-efficacy scores than when accounted for separately. Implications for training programs include the increased incorporation of hope and self-compassion interventions and self-reflective practice in both the academic classroom and supervision contexts. Clinical implications suggest that as trainees devote time and attention to fostering hope and self-compassion, they will be better able to teach and practice these strength-promoting interventions with their clients.

Lauren Pudalov, M.A. is a fourth year clinical doctoral student at William James College. She recently finished her dissertation titled: Hope, Self-Compassion, and the Cultivation of Self-Efficacy During Mental Health

Training. Ms. Pudalov is invested in applying the principles of positive psychology to the enhancement of clinician development and clinical practice. Currently, she is an advanced trainee at Tufts Medical Center in the Outpatient Psychiatry Department. Previously, she has trained at the Stone Center at Wellesley College, Keefe Technical High School, and Riverside Community Care. Ms. Pudalov was born and raised in New York and moved to Massachusetts for graduate school.

Positive Psychotherapy for Youth at Clinical High-Risk for Psychosis

Lauren Drvaric

In the past two decades the clinical characterization of a CHR state for psychosis has been identified as the putative pre-psychotic phase, describing individuals presenting with potentially prodromal symptoms for psychosis. The mental health of CHR youth for psychosis not only impacts their psychosocial functioning but also has implications for their potential to develop into mentally ‘fit’ resilient young adults, readily equipped to adaptively handle adversity and life challenges. Their reduced capacity to effectively cope with stress has been demonstrated with pilot data on increased stress reactivity from our lab (Mizrahi et al., 2012; Mizrahi et al., 2014). Our research will address the impact of PPT to reduce stress and psychosis-risk syndrome symptoms in CHR youth for psychosis. Additionally, we will also examine changes in overall wellbeing. Specifically, we hope that this research project within our clinical program will aid youth in identifying their own strengths and to draw upon these strength resources when faced with daily stressors. Thus, the goal of this symposium is to educate on the CHR state for psychosis, identify and present a case for the application of PPT for CHR youth, to present pilot trial data on PPT as it is applied to CHR youth, and to present the next stage of research for PPT in CHR in form of a randomized clinical controlled trial.

Ms. Lauren Drvaric is a doctoral research trainee at the CAMH. Ms. Drvaric is supervised under Dr. Romina Mizrahi and Dr. R Michael Bagby. Lauren’s work is focused on identifying novel psychosocial treatment interventions for CHR youth for the development of psychosis. Her research project pertains to learning how it may be possible to intervene to reduce stress and symptoms of psychosis-risk syndrome by increasing resilience in CHR youth. If successful, her research will inform the potential of Positive Psychotherapy (PPT) to reduce stress and psychosis-risk syndrome symptoms, and if helpful, may be adopted as an additional useful treatment strategy for CHR youth and potentially test it as a prevention tool for schizophrenia in the future.

Quality of life for youth with chronic conditions: A longitudinal study

Janette McDougall

Background/Purpose: Original emphasis in child health research was to study quality of life (QOL) as a health-related concept. Over time, interest has grown in measuring QOL as perspectives of general well-being. Objectives of this longitudinal study were to examine trajectories of overall perceived QOL for youth with chronic health conditions, as obtained from youth and parent perspectives, and to identify personal and environmental predictors of each trajectory group.

Methods: Youth with various chronic conditions aged 11 to 17 years and one of their parents were recruited from eight children’s treatment centres. Perceptions of overall QOL were measured using the Student Life Satisfaction Scale that includes items like: ‘My life is just right.’ Latent Class Growth Analysis was used to investigate perceived QOL trajectories over a three-year period. Multinomial regression was employed to identify predictors of these trajectories.

Results: 439 youth and parents participated at baseline and 350 (80%) completed the three-year follow-up. Two QOL trajectories were found for youth: high and stable (85.7%) and low and stable (14.3%), while three trajectories were identified for parents: high and stable (35.7%), moderate and stable (46.6%), and low and stable (17.7%). Relative to the high and stable trajectory group, being classified to the moderate or low and stable groups was predicted by: emotional well-being, pain/physical symptoms, youth self-determination, youth spirituality, school productivity/engagement, family social support, overall family functioning, and home/community environments.

Conclusion: Findings indicate youth with chronic conditions experience stable overall perceived QOL across time, but that some individuals maintain stability at lower than ideal levels. Findings also suggest that a holistic, positive approach would be beneficial that goes beyond improving function to providing supports designed to enhance other life dimensions and personal strengths. Universal programs that safeguard resilience for all youth and targeted programs to enhance certain youths’ overall perceived QOL are warranted.

Janette McDougall has been a Researcher at Thames Valley Children’s Centre in London, Ontario for 20 years. She has a PhD in Rehabilitation Sciences from Western University, where she is an Adjunct Professor. Janette has published in numerous journals and has been invited to present at international conferences. At the 3rd CPPA Conference, Janette is returning to

present the longitudinal findings of an innovative study examining predictors of overall perceived quality of life for youth with chronic health conditions. Janette presented study cross-sectional findings at the 1st CPPA Conference. The study is funded by the Canadian Institutes of Health Research.

Concurrent Session 2

11:00 AM-12:00 PM

Symposium 4: Who is Flourishing?

Studio 10

Happiness is a point of view: a cross-linguistic study of happiness

Dr Susan Xu

While psychologists acknowledge that factors contributing to subjective well-being (SWB) differ from culture to culture, they tend to underestimate the impact of cross-linguistic differences when measuring happiness by means of survey research. A linguistic approach offers another avenue to understand SWB through examining verbal expressions of a person's emotions and judgments of life satisfaction. Combining a cognitive stylistics approach with a corpus linguistic methodology to examine the issue of happiness, this study aims to identify the differences in the socially narrated attitudes towards happiness between people speaking different languages.

The data of this project are drawn from the forum letters expressing readers' view on happiness published in the two leading local English- and Chinese-medium newspapers, namely, The Straits Times and Lianhe Zaobao, in Singapore. Using a corpus linguistic software to analyze word frequency and concordance, the project has identified some key linguistic indicators of the hedonic states of the English-speaking and Chinese-speaking readers. Based on Linguistic Criticism theory, which posits that a writer's style reveals his habitual way of experiencing and interpreting the world, the stylistic analysis zeroes in on the key stylistic features to show that stylistic choices in a person's writing are highly indicative of his psychological and ideological point of view. There are indeed fundamental differences in one's hedonic states arising from his linguistic and cultural background. Such findings offer an insight into how cross-linguistic and cross-cultural factors affect a person's well-being even within the same socio-cultural context.

Susan Xu is the Head and Senior Lecturer of Translation and Interpretation programme at the School of Arts and Social Sciences, SIM University, Singapore. She has a PhD in linguistics (with a focus on translation studies) from National University of Singapore. Her research interests are interdisciplinary, straddling stylistics, narratology, corpus linguistics and translation studies. She has been involved in a flagship research project on subjective well-being in Singapore in collaboration with researchers from other fields such as psychology and sociology.

How many Canadian Young Adults are Flourishing and Languishing?

Tayyab Rashid

Laura Boyko

Ron Chu

Aryel Lutchmie-Maharaj

Flourishing university students have healthy mental functions, fulfilling relationships, engaging meaningful and productive activities, and resiliency, that is, they bounce back from setbacks quickly. However, there is a dearth of research how many students on Canadian post-secondary campuses are flourishing, languishing (an antithetical condition to flourishing) and approximately how many are what is termed as "moderately healthy" or "settling"—neither flourishing nor languishing. The presentation reports how many students are flourishing, languishing or functioning moderately healthy on an urban and diverse Canadian post-secondary campus. The presentation will describe various components of the assessment including measures of stress, well-being, character strengths, academic engagement and academic functioning. The presentation will also discuss a few salient strategies to support flourishing of university students.

Tayyab Rashid is a licensed clinical psychologist and researcher at the Health & Wellness Centre, University of Toronto Scarborough (UTSC), Canada. Dr. Rashid's expertise include positive interventions towards personal and professional growth and engagement, resilience, and search for meaning. One of the founding members of CPPA, Dr. Rashid has trained mental health professionals and educators internationally and has also worked with survivors of 9/11 families, Asian Tsunami and flood relief workers in Pakistan. Published in peer-reviewed journals, an invited keynote speaker, Dr. Rashid's work has also been featured in the Wall Street Journal, Canadian Broadcasting Cooperation and at the TEDx. Director, Health & Wellness Centre, University of Toronto Scarborough (UTSC).

Measuring Positive Mental Health – Positive Mental Health Surveillance Indicator Framework

Caryn Pearson

While Canada has a strong surveillance system for mental illness, there is a need for enhanced data collection and monitoring of positive mental health and its determinants, as identified in the Mental Health Strategy for Canada. To fill this gap The Public Health Agency of Canada developed a Positive Mental Health Surveillance Indicator Framework to provide a snapshot of the state of positive mental health and its determinants in Canada.

A literature review and environmental scan were conducted to identify key outcomes and risk and protective factors. Mental health experts, government partners, and non-governmental stakeholders were consulted to prioritize the indicators and to identify the most appropriate measures. The framework features the most recent and comprehensive data available for 5 positive mental health outcome indicators and 25 determinant indicators in four domains at the individual, family, community and societal levels.

This framework provides timely, ongoing, comprehensive and accessible data on positive mental health outcomes, and risk and protective factors. These data will be used by governments, public health program and policy decision-makers, mental health professionals, and non-governmental organizations to inform programs and policies to improve the mental health and well-being of Canadians. This framework has the potential to inform policies and programs in mental health promotion and mental illness prevention at multiple levels. It provides the foundation from which future research will report on when monitoring positive mental health. The framework can be used to monitor differences in outcomes, as well as patterns in risk and protective factors, which may help identify population groups that could benefit from interventions.

Caryn Pearson is an analyst with the Public Health Agency of Canada. She joined the agency in 2015 where she promotes positive mental health research. She is currently working on a framework for measuring positive mental health in youth and children. She previously worked as an analyst at Statistics Canada where she worked with various sources of mental health data to publish articles on the mental health of Canadians. She completed her Masters in Sociology from Carleton University where her research focused on material and psychosocial associations with positive mental health.

Workshop

Studio 11

Self-Efficacy: The key to high performance in organizations

Louisa Jewell

“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

Self-efficacy can greatly impact someone’s 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. In this interactive workshop Louisa Jewell, founder and president of the Canadian Positive Psychology Association, will be discussing how self-efficacy is critical to improving performance and fostering innovation in any organization and she will share her latest strategies and tools for increasing self-efficacy at work.

Louisa Jewell is the Founder and President of the Canadian Positive Psychology Association and a speaker, author and well-being teacher who has inspired thousands of people from around the world to flourish with confidence both at work and in their personal lives.

Louisa is a graduate of the Master of Applied Positive Psychology program at the University of Pennsylvania, led by renowned psychologist, Dr. Martin Seligman. Her work has been featured in Forbes, The Globe and Mail, Huffington Post, Live Happy Magazine, Chatelaine, Psychology Today, Women’s Agenda, and many more. You can find out more at www.louisajewell.com

Workshop

Studio 12

Mindful Educators – Resilient Students: An Experiential Approach

Heidi Bornstein
Stephen Chadwick

“Make the moment vital and worth living. Don’t let it slip away unnoticed and unused.” Martha Graham

The exhilaration of present moment awareness, of

viewing life's experiences with curiosity, openness, acceptance and lightness, is transformational. Current investigations in mindfulness and positive psychology demonstrate that there is an art and science to living our lives in a purposeful, intentional manner that promotes positive mental and physical health and well-being. Mindful awareness has been shown to enhance happiness, develop resilience, reduce the negative effects of stress, and foster healthy relationships. Through experiential activities in mindfulness including: secular meditation, movement, presentations and group discussions, the workshop will provide information, knowledge and practice in bringing mindful awareness into daily life.

This workshop will explore:

- Why be mindful – benefits for both educators and students
- What is mindfulness – a working definition for education
- How to practice mindfulness – effective practices to be incorporated into daily life
- The importance of self-care – essential practices that develop self-compassion, compassion, empathy and kindness.
- smartEducation™ -- an evidence-based 9 session program designed to address the needs of educators (K-12) and professional support delivered in Ontario.

Why begin with educators? Research shows that mindfulness training for educators has both personal and professional benefits. Students taught by teachers who act with compassion and self-compassion are more likely to cultivate this capacity in their relationship with themselves and others. Mindfulness strengthens our resilience by enhancing our inner resources enabling us to respond to situations effectively.

Heidi is the co-founder and executive director for Mindfulness Everyday, a Canadian registered charity that has been delivering mindfulness programs in the community since 2010, to students, parents, and educators. Heidi is an MBSR (Mindfulness-based Stress Reduction) teacher, a Hatha yoga and meditation teacher. She is the co-creator of The Mindful Edge™ – Stress Reduction and Life Strategies for Teens,. Heidi is a certified facilitator for SMART: smartEducation -- Stress Management and Resiliency Techniques for Educators. Heidi has been teaching yoga and meditation in Toronto since 2002 and continues to support yoga, meditation, and mindfulness programs for children, youth, teens, and adults.

Stephen is the co-founder and educational director of Mindfulness Everyday. He is an MBSR (Mindfulness-based Stress Reduction) teacher, and has received his

certification as a Yoga Ed Instructor for High Schools, Working with Those At-Risk, Level II Curriculum Training of Mindful Schools. Stephen is the co-creator of The Mindful Edge™ – Stress Reduction and Life Strategies for Teens and is a certified facilitator for SMART: smartEducation -- Stress Management and Resiliency Techniques for Educators. He has three decades of experience as a public school teacher with the TDSB, specializing in working with Children with Special Needs and ESL, and bringing contemplative practice to students.

Workshop

Studio 13

The How, What, and Why of Happiness at Work

Danielle Forth

Our happiness at work is greatly enhanced when we experience positive relationships with those we work with and when we can see the results of our work. This workshop is intended to provide the knowledge, tools, and energy needed to create happier workplaces. The concept of happiness at work is often regarded with skepticism despite compelling research supporting the value of experiencing happiness in the workplace (Boehm & Lyubomirsky, 2008). Happy people generally earn more, are more productive, and are more helpful to their colleagues than less happy people (Lyubomirsky, King, & Diener, 2005). In addition, research studies demonstrate a positive correlation between experiencing happiness in the workplace and business outcomes (Achor, 2010). This workshop utilizes a fun and energizing approach to examining the research on happiness at work, and provides a hands-on approach for participants to explore specific applications of happiness at work principles. Participants will have an opportunity to share their own positive experiences of their work and in doing so affirm the goals and values of the work they do while also enhancing their network of colleagues. Specific material covered includes defining happiness at work, examining the myths and realities of what makes us happy at work, and strategies that can be used to create more happiness in the workplace. Participants will take away an awareness of the value of happiness at work, strategies and resources for creating or enhancing happiness at work and, through a process of interactive activities, an expanded network of colleagues.

Danielle Forth is an Alberta-based Registered Psychologist and consultant on happiness at work with many years of experience as a presenter. She also has experience as a manager, psychologist, teacher,

and trainer, and regards herself as a life-long learner. Danielle has pursued many professional development opportunities including attending the Search Inside Yourself Leadership Institute (SIYLI), and more recently she successfully completed the first Happiness at Work Academy offered through Woohoo, Inc., the leading international experts on happiness at work. She is currently their only Canadian partner. Danielle is a self-described “woman on a mission” to help organizations create workplace cultures that foster happiness and well-being.

Symposium 5: Positive Mental Health Among Youth with Mental Illness: Understanding to Intervention

Ballroom A

Positive Mental Health Among Youth with Mental Illness: Understanding to Intervention

Dr. Margaret N. Lumley
Dr. Brae Anne McArthur
Hayley Bowers, M.A.

Mental illness affects one in four individuals (World Health Organization, 2001), with the highest prevalence of mental illness among those aged 15 to 24 years old (Statistics Canada, 2013). The majority of research on mental illness focuses on understanding psychopathology and how to ameliorate the particular social, emotional, familial, intrapersonal or biological deficits that promote psychopathology (Wood & Tarrier, 2010). Alternatively, the research presented in this symposium assumes a positive mental health framework, in that individuals with experience of mental illness are believed to possess a concurrent potential for mental health and well-being. Consistent with the Dual Continuum Model of mental health/illness (Keyes, 2012), overall health is considered as a circumplex of positive and negative process and functioning. Each study presented here seeks to understand positive factors (e.g., positive parenting contexts, positive core schemas, belongingness) that promote positive functioning for youth diagnosed with a variety of mental illnesses. Two of the studies are primarily aimed at understanding positive familial and intrapersonal processes that are associated with positive outcomes for these youth, while the third reports on outcome data from an education intervention which employs sound positive psychological intervention research in a for-credit course on well-being for University students living with mental illness. Taken together, this research builds on an emerging research area, positive clinical psychology

(Wood & Tarrier, 2010), and results highlight potential positive developmental pathways towards well-being on which to focus intervention efforts for youth who struggle with mental illness.

Dr. Margaret N. Lumley is an Associate Professor in the child clinical psychology program at the University of Guelph and a registered clinical psychologist practicing with children and adolescents. Her research has been funded by the Ontario Mental Health Foundation, Canada Foundation for Innovation and Ministry of Education. Her career ambition is to significantly contribute to positive mental health for youth by researching cognitive, emotional and interpersonal factors that support resilience and well-being. She has worked extensively with school boards, administrators, teachers, youth and parents with the goal of applying sound psychology research to bolstering youth well-being at school and beyond.

Dr. Brae Anne McArthur is a post-doctoral fellow in the Mood and Cognition Laboratory at Temple University, Philadelphia, PA. She completed her PhD in child clinical psychology at the University of Guelph and her Pre-Doctoral Clinical Internship at Alberta Children's Hospital. Dr. McArthur's research expertise is in the area of positive psychology and focuses on understanding cognitive mechanisms (e.g., positive self-schemas) underlying trajectories of risk and resilience during onset and course of youth psychopathology. Dr. McArthur is currently expanding her program of research to include biopsychosocial factors (e.g., psychoimmunology) influencing risk and resilience trajectories for children and adolescents.

Bipolar Spectrum Disorder (BSD) is a severe psychiatric disorder associated with a host of negative sequelae (American Psychiatric Association, 2013). Research has outlined a strong link between parenting and psychopathology for youth with BSD (Alloy, Abramson, Smith, Gibb, & Neeren, 2006), yet little research has examined the association between parenting and positive outcomes for this population. The goal of this study was to gain a preliminary understanding of how parenting context relates to positive functioning (e.g., resiliency, positive schemas, reduced psychopathology) among youth with a diagnosis of BSD. Participants were 18 families with youth diagnosed with BSD through a tertiary care facility in Canada. Mothers and youth completed measures of parenting style, depression and mania at baseline, and measures of parenting style, resiliency, positive schemas, depression and mania at follow-up (approximately 2 years later). This study revealed that parental support and limit setting longitudinally predicted positive outcomes for youth with BSD. Additionally, parental acceptance related to all measures of positive functioning (i.e., life satisfaction,

resilience, positive schemas), and mediation analyses revealed that positive schemas may be one mechanism linking parental acceptance to resiliency for youth with BSD. Overall, this study informs a more complex view of the relation between parenting context and resiliency for youth with BSD and has implications for intervention efforts for these youth and their families. Hayley Bowers is a PhD student in the child clinical psychology program at the University of Guelph. Her research focuses on the accessibility of and barriers to accessing school-based mental health programs and positive mental health among university students. She has published her work in the Journal of Child and Adolescent Mental Health and her research is funded by the Canadian Institutes of Health Research Council and the Social Sciences and Humanities Research Council. Hayley has a strength-based approach to research and is interested in pursuing policy work towards the well-being of Canadian youth. Dr. Margaret N. Lumley is an Associate Professor in the child clinical psychology program at the University of Guelph and a registered clinical psychologist practicing with children and adolescents. Her research has been funded the Ontario Mental Health Foundation, Canada Foundation for Innovation and Ministry of Education. Her career ambition is to significantly contribute to positive mental health for youth by researching cognitive, emotional and interpersonal factors that support resilience and well-being. She has worked extensively with school boards, administrators, teachers, youth and parents with the goal of applying sound psychology research to bolstering youth well-being at school and beyond.

University students have a high risk of mental illness with the highest prevalence of mental illness occurring from ages 15-24 (Statistics Canada, 2013). For students struggling with a mental illness, adapting to the University environment can be harrowing (Crede & Niehorster, 2011; Hamaideh, 2011). Taking a positive mental health approach, this study examined a structural equation model linking parental relationships and positive schemas (i.e., positive core self-beliefs) to subjective well-being among University students who identified with and without a mental illness. Positive schemas were posited to mediate and/or moderate the relation between parenting relationships and subjective well-being for all youth. Participants ($N = 318$) were University students aged 17-19 ($M = 18.11$), with 35% of the sample reporting a mental illness ($n = 114$) and 65% reporting no history of mental illness ($n = 204$). Participants completed questionnaires related to mental illness, parenting relationships, positive schemas and subjective well-being online for course credit. Results underscore the continued impact of parenting context for University youth with parental communication, alienation, and trust predicting life satisfaction in those with and without a mental illness

($\beta = .509$). Consistent with hypotheses, positive schemas partially mediated the relation between parenting relationships and subjective well-being for both subgroups ($p < .001$), fitting both samples equally well ($\chi^2(1) = 3.43$, $p = .064$; $N = 318$). Overall, this study highlights positive schemas as an identifiable and potentially modifiable mechanism that may underlie subjective well-being for University students with and without mental illness. Substantive mental health challenges are faced by University students (Wintre & Jaffe, 2000). A for-credit wellbeing University course, strongly rooted in positive psychological research, was developed to support the success of students with mental illness. Corey Keyes Dual Continua framework (Keyes, 2012) was the overarching paradigm, with a strong emphasis on building positive mental health in the midst of struggling with mental illness. The seminar-style course aimed to promote awareness/practice at skills for building positive mental health with practical/experiential assignments. A total of 52 students (32 women, 20 men; M age = 20.20 years) completed the course. Participants completed a quantitative survey as well as open-ended questions about their experiences. Data were collected prior to and at the cessation of course. Ninety-six percent of students reported a DSM-IV diagnosis, 90% had taken psychoactive medication, and 36% had been hospitalized with their mental illness. Students reported decreased self-stigma ($d = .91$), decreased depressive ($d = .81$) and anxiety symptoms ($d = .37$) from time 1 to time 2. Further, they evidenced increased adaptive coping ($d = .87$), positive schemas ($d = 1.19$) and self-reported resilience ($d = 1.50$) at cessation. A qualitative thematic analysis of student responses revealed themes of belongingness, coping and self-efficacy as most salient. Given the predominantly large effect sizes, positive psychological interventions may be a powerful approach for supporting better mental health and academic self-efficacy for students with mental illness. Education interventions are also reasonable to uptake broadly with similar academic structures in place across diverse campuses.

Concurrent Session 3

1:15 PM-2:15PM

Symposium 6: Exploring Meaning and Passion

Studio 10

Obsessive passions may reflect executive control problems

Jonathan Bridekirk

Individuals repeatedly engage in activities they are passionate about. According to the Dualistic Model of Passion (Vallerand et al., 2003), individuals can have either a harmonious or an obsessive passion for an activity. Obsessive passions for activities are maladaptive and likely to conflict with various aspects of an individual's life; harmonious passions are more complementary. In a previous study (see, Bridekirk, Oddson, and Turcotte, submitted) it was demonstrated that obsessively passionate individuals self-reported poorer executive functioning than harmoniously passionate individuals. We test this possibility by assessing 52 participants using the Berg Card Sorting Task (BCST) and Vallerand's passion scale. Although obsessive passion scores were significantly correlated with perseverative responses and errors on the BCST, obsessively passionate people did not show any indication of executive dysfunction. Further there was no average difference between those classified as harmonious or obsessively passionate. It was suggested that difficulties associated with obsessive passions reported in the literature may be more related to conflicts with lifestyle rather than cognitive inflexibility per se.

Jonathan Bridekirk has recently completed his Master's of Arts in Experimental Psychology at Laurentian University. He has received both his Bachelor of Arts (Honors) in Psychology (2011) and a Certificate in Law and Justice (2012) from Laurentian University. Jonathan has conducted various research projects in the area of Positive Psychology, examining the discipline from an experimental, social, and personality perspective. Jonathan's goal is to pursue a Ph.D. in Psychology with a focus Positive Psychology research.

Eudaimonia and Hedonia's Relation with Physiological Responses and Facial Expressions

Keith Pearce

Previous research suggests that eudaimonia and hedonia may be distinct in brain activity (Telzer et al., 2014) and in response to the regulation of certain stress-genes (Fredrickson et al., 2013) but few studies have directly tested physiological distinctions between eudaimonia and hedonia. In this talk, I present findings from a study which investigated emotional reactions to positive and negative photographs (healthy/happy versus degraded/suffering people, animals, and nature scenes). This study is also a comparison of more automatic processes (skin conductance-SCR and heart rate-HR) versus more cognitively mediated processes (self-report and facial expressions obtained by hidden camera).

The following are preliminary findings on correlations with magnitudes of at least .14 in a sample of the first 65 participants. For positive images, hedonia was linked to large SCR magnitude and short SCR duration, but little facial expression or self-reported affect. This may suggest that hedonia is associated with strong automatic reactions but quick adaptation and limited cognitive processing of emotional stimuli. Eudaimonia was linked to long SCR duration and positive facial expressions and self-reported affect, suggesting a capacity to up-regulate positive reactions. For negative images hedonia was linked to steep SCR onset and flat facial expressions, suggesting strong automatic reactions but a tendency to turn off extended cognitive processing. Eudaimona was linked to self-reported negative affect but little physiological response, suggesting cognitive processing of emotional stimuli. This study suggests that eudaimonia and hedonia may be distinct at physiological and cognitive levels in response to various emotional stimuli.

Keith Pearce is a fifth year Ph.D. student in the Experimental Psychology program at the University of Ottawa. His broad interest is in the domain of well-being and how one's pursuit of well-being is related to one's concern for others and society. He completed his undergraduate studies at McMaster University where he obtained a Bachelor of Science in Honours Neuroscience, Psychology and Behaviour. He has held teaching assistant positions for various courses such as Social Psychology, and Personality. He has also been a research assistant working in Dr. Huta's well-being lab running experimental protocols and conducting literature reviews.

Exploring Everyday Notions of Meaning in Life and Purpose in Life

Renée Taylor

Meaning in life and purpose in life are concepts that are often used interchangeably but very little research looks at whether ordinary people view them as the same or different. Meaning and purpose are vital to one's well-being, thus it is important to investigate how the two constructs differ and how they are conceptualized by everyday people. The aim of this study is to explore whether or not everyday definitions of meaning and purpose match those proposed by researchers. This study also examines whether individual differences in meaning and purpose are associated with accordance between participants' and researchers' definitions. Participants ($n = 206$; 77.7 % female; mean age = 19.7 years) completed measures of meaning and purpose, and were asked to describe their meaning and purpose using a free-response format. Descriptions for both meaning and purpose were very multifaceted, yet the majority of responses

mentioned the pursuit of happiness and helping others. Participants' descriptions of meaning and purpose were coded using themes found in researcher definitions of meaning and purpose. Responses were coded as "purpose" if they included themes such as agency, or striving for particular life goals. Responses that included themes such as finding significance in life, spirituality, self-acceptance, and understanding oneself and the world around us were labeled as "meaning". The results look at the degree to which participants' descriptions of meaning and purpose actually include themes found in researcher definitions of meaning and purpose. Analyses also investigate whether coherence between participant and researcher descriptions of meaning and purpose is related to participants' scores on measures of meaning and purpose. This research is important for discovering if there is a gap between theoretical and real-life manifestations of meaning and purpose.

Renée Taylor recently graduated from Carleton University with a Bachelors of Arts Degree with Honours in Psychology. Ms. Taylor graduated with High Distinction in Psychology and was awarded the Senate Medal for Outstanding Academic Achievement. Her work exploring how meaning and life and purpose in life differ won her the People's Choice Award at Carleton's Psychology Undergraduate Thesis Poster Conference. Renee also submitted her research regarding the differential relationships meaning and purpose have with stress management to the Journal of Anxiety, Stress, and Coping. She is currently involved in research exploring factors that influence cognitive ability in older adults.

Workshop

Studio 11

Co-Creating a Life-Affirming Vocabulary – the Example of speakGreen

Dr. Claudia Gross

"Be confident!"
"I'm sure."
"Feel free to...!"
"Don't worry!"
"I have no doubt."
"Don't hesitate!"

The idea behind speakGreen is simple: Every day two words, expressions or quotes are posted contrasting the usual narrative in red and with a life-affirming alternative in green.

speakGreen is inspired by Appreciative Inquiry and

Positive Psychology and was initiated to

- increase our awareness for the magic of words and language,
- highlight the choice we have when communicating, and
- provide a new vocabulary for the emerging future.

In this workshop, the background of speakGreen and the principles that can change a red standpoint into a green perspective will be introduced.

This includes

- turning "no" messages into constructive statements
- (e.g. peace! instead of no war!),
- replacing the 7Ms of Traditional Management Language with life-affirming words
- (e.g. timeline instead of deadline, teams instead of units, human sources instead of human resources, women and men instead of men and women)
- promoting insightful daily communication
- (e.g. both/and instead of either/or) and

Furthermore, we will co-create more "green over red" words and expressions, and reflect on the benefits of positive emotions and mindfulness on our daily lives as proven by science.

Words create worlds – choose the GREEN ones.

You find the posts on the website and facebook page:

www.speak-Green.com
www.facebook.com/speakgreenmovement" "Dr. Claudia Gross is an experienced and innovative Organizational Design Consultant and Management Trainer. She has a vast working experience in Germany, the Maghreb, and the Middle East and Sub-Saharan Africa.

Claudia is both founder of human-centered Organizational Governance (www.hcOrG.com) promoting life at work, and initiator of speakGreen which is offering a new emerging vocabulary that is providing a generative, constructive language for the future (www.speak-Green.com).

Both initiatives are blended into each other in her recent article Brave New Words, published in the Great Work Cultures of the Huffington Post on Dec. 10, 2015: http://www.huffingtonpost.com/great-work-cultures/brave-new-words-in-need-o_b_8774634.html"

Symposium 7: Positive Education: Strategies for Educators

Studio 12

Character Strengths in English Class

Beverly Jones Redekop

English is the one class commonly required by all students: regardless of faculty, all students require a grounding in academic reading and writing. Literary analysis is a transferable skill in terms of learning to write analytically for all faculties. Literature is commonly analyzed via various critical theories, and Peterson and Seligman's character strengths (2004) provide another productive critical lens. Zunshine's discussion of sociocognitive complexity (2013) argues that literary fiction provides superior opportunities to explore subtlety and nuance: the language of character strengths provides vocabulary to better articulate these subtleties and inferences. Analysis of humanity as portrayed in literature is stronger with emotional literacy. I have used Marshall Rosenberg's Non-Violent Communication list of emotions (2003) to better teach the literary terms tone and mood for years: a richer emotional vocabulary allows richer arguments. Using character strengths, students will engage more productively in discussions of literary theme and literary character development. At the same time, this awareness of character strengths contributes to personal well-being and relationships. For the English classroom, emotional literacy and academic literacy form a sort of symbiosis: "a rich focus on well-being in literature need not come at the expense of academic rigor, deep ethical and emotional competencies or analytical essay writing" (FitzSimons 2013). Character strengths are a productive critical lens for students to flourish at literary analysis.

Beverly Jones Redekop is an Associate Professor at University of the Fraser Valley with experience in alternate, high school, and university upgrading settings. Her 2015/16 sabbatical project is "Addressing the Social, Literary, and Transformative Aspects of Literature in a Text-Selection Framework for ABE English." Her interest in arts for social change has included Pearson United World College's International Seminar in Youth and Development, the Generation 2000 tour promoting positive cooperative action in high schools from BC to Newfoundland, training with Seattle's Power of Hope, and building her cohousing community at Yarrow Ecovillage in BC.

Developing meaning of work to future teachers: a solution to help them cultivate well-being in the profession

Nancy Goyette

In Québec, the complexity of work is the principal cause of drop out in teaching, especially among novice teachers. Among many factors that lead to dropping out, one of them points to a lack of preparation for the reality in university programs (Karsenti, 2015). Indeed, even if teachers have to develop, while in formation, specific professional competencies, the personal competencies required to build self-esteem, well-being and perseverance aren't formally addressed elements during university cursus. However, preparing future teachers to face complexity and build meaning towards their work could help them «survive» their professional insertion.

The aim of this research focuses on the well-being in teaching, more particularly in terms of understanding how primary and high school teachers are able to combine perseverance with this complexity and the daily trials of their professional reality. To achieve this goal, this research explores the dimension of meaning (Seligman, 2011) involved in the development of a sense in teaching and the possible links between some character strengths (Peterson & Seligman, 2004) and the perseverance in the profession. The data were collected by interviews conducted with teachers. The analysis of these results suggests that meaning is the most important dimension of well-being to them and four specific elements define it: building their identity, their significant role, their social responsibility and the students' achievement. Furthermore, kindness, love and self-regulation are character strengths that teachers associate with well-being in the profession. The results of this research could lead to the creation of devices to train future teachers to develop emotional and psychological characteristics that are wellness teaching oriented.

Nancy Goyette is professor in education sciences at Université du Québec à Trois-Rivières (Campus de Drummondville), Québec, Canada. Head director of LADIPE (Laboratoire d'analyse du développement et de l'insertion professionnelle en enseignement), she is particularly interested in well-being and passion in teaching, strengths of character and the development of professional and personal identity of teachers. Her research, fueled by the field of positive psychology, focuses on the development of devices towards the emergence of personal skills and strengths of character as part of initial teacher training to prepare them to face professional insertion and encourage perseverance in the trade.

Students' school attachment and feelings of relatedness to teachers predict how they enjoy and value school learning activities

Frederic Guay

Caroline Senecal

Students experience relationships with significant others and school attachment that could be more or less satisfying of their need for relatedness. Different sources of relatedness as well as school attachment have been found to predict students' enjoyment toward school as well as the value they place on learning activities. However, very few studies have evaluated simultaneously school attachment and various sources of relatedness to predict students' enjoyment of learning activities and how they value them. This is an important endeavor because some sources might be more relevant to predict these outcomes, leading to specific interventions. Our prospective study thus examined the role of school attachment as well as four sources of relatedness (friends, parents, teachers, and classmates) in the prediction of enjoyment and value of learning activities. A total of 946 high school students completed self-report measures. Results of CFA provided support for the distinctiveness of relatedness sources and attachment to school. Results of SEM revealed that enjoyment of learning activities was predicted by school attachment, whereas value of learning was predicted by relatedness to teachers and school attachment. Relatedness to parents, friends, and classmates did not explain a significant percentage of variance in outcomes. All results were obtained while controlling for initial levels of the outcomes. In sum, students with low enjoyment and value for learning activities may benefit from practices designed to increase school attachment and relatedness with their teachers.

Frederic Guay is Professor of Counseling Psychology at Laval University as well as the Chairholder of the Canada Research Chair in motivation, perseverance and academic success. He holds a Ph.D. in social psychology from the University of Quebec at Montreal and was a post-doctoral fellow at Laval University and a research fellow at the University of Western Sydney. His research program has been organized by Self-Determination Theory and Self-Concept Theory. This program has led to articles, book chapters, and scientific communications in the educational domain. He is the director of a professional training program for elementary school teachers aiming to motivate teachers to use pedagogical practices that support students' motivation. Since 1996, Caroline Senecal is Professor of psychology at Laval University. In 1994, she completed a Ph.D. in Social Psychology at the University of Quebec at Montréal and then was a post-

doctoral fellow at McGill University. Her research mainly focuses on the Self-determination theory to better understand health related problem such as diabetes. Her research program has led to publications, book chapters, and scientific communications in the social psychology domain and she supervised doctoral and postdoctoral students. From 2006 to 2015, she has been, associate dean and the dean of the Faculty of social sciences at Laval University.

Workshop

Studio 13

When There's An Image - There's a Way

Dr Lydia levleva

Creating lasting change and well-being requires more than just the will to succeed—a limited inner resource. It requires a sustainable way, and the most potent process for accelerating and consolidating change is mental imagery. Drawing on imagination is a virtually unlimited inner resource.

Mental imagery (MI) is increasingly being recognized as a powerful tool for reprogramming the brain—for essentially rewriting history by positively transforming the negative impact of one's past experiences / memories (DeBrigard, et al., 2013; Hackmann, et al., 2011; Reinecke, et al., 2013; Ronen, 2011); and generating greater optimism, confidence and emotional capacity for future events and becoming our best selves (Peters, et al., 2010; Pictet, et al., 2011; Layous, et al., 2013; Sheldon & Lyubomirsky, 2006). It is further suggested that the practice of what is being referred to as positive prospection, which involves the ability to forecast [receiving images] and to project to the future [generating images], is key to our evolution (Seligman, et al., 2013). The practice of MI can therefore be considered key to evolution.

The practice of positive MI is a far more powerful technique in boosting emotional wellbeing than other standard CBT approaches; i.e., the reach of MI imagery extends far beyond words, and is the major portal of the brain for neuroplasticity.

Imagination, therefore, is one of the most powerful inner mental resources for facilitating and accelerating change – whether adapting to change, or changing patterns of how one thinks, acts (and reacts), and feels. To be more in control over our destiny, and less victim to bad habits, worries and fears (and history), taking better control over the images of our minds will lead the way.

Upon completion, participants will understand: the neuroscience of MI; the role of mental images in emotional processes and behaviour change; and how MI can be applied to recalibrate emotional reactivity into a more optimal range.

Dr Lydia levleva has over 25 years experience in practice and teaching, specializing in: sport and performance psychology, positive psychology (PP), and psychology of health and wellness. Lydia teaches PP at St Paul University University in Ottawa; developed and taught among the first courses on PP in Australia (ACAP); continues as coordinator for the Happiness and Positive Psychology online course at RMIT University. She served as former president of the Australian College of Sport and Exercise Psychologists. Lydia is author of the book *Imagine: Using mental imagery to reach your full potential* (Big Sky Publishing), and associated guided imagery recordings.

Workshop

Ballroom A

Shake Your Body: Exhilarating Movement For Positive Health Across Lifespan

Lisa Honig Buksbaum

Dr. Elaine O' Brien

Appreciative movement in an enriched environment can literally transform people's lives, leading to positive health, healing, and post-traumatic growth. (O'Brien, in press). Positive movement activates PERMA (Seligman, 2011) across life domains, lifting up, helping, healing, inspiring. When people dance/move together, enjoy music and share social support, it leads to a positive cascading impact on wellness (Ben Shahar, 2007; Hefferon, 2013). Elaine O'Brien, Ph.D., MAPP, 2008 + Lisa Honig Buksbaum, MAPP, 2013, have led thousands of participants through positive interventions built upon the healing energizing modalities of dance, movement, expressive arts to awaken heightened compassion, creativity, joy and radiant health. These positive psychology practitioners will share their latest empirical findings. Dr. O' Brien's FitDance and Move2Love programs have enhanced the lives of thousands of adults and seniors, and their families to live life to the fullest, and creates a new positive model of self-determined, active adults and older adult development. Lisa Buksbaum, CEO & Founder, Soaringwords, a not-for-profit organization inspiring ill children + families to "Never give up!" has led interventions embracing more than 250,000 pediatric patients + families and 135,000 volunteers. Monthly Soaringwords + Zumba = Love for Hospitalized

Children programs led by 450 Zumba® instructors for pediatric patients, families, nurses and healthcare professionals worldwide. You'll learn about positive interventions, healing strategies and outcomes demonstrating how movement and expressive arts play active roles enhancing health; how appreciative movement is a catalyst for the greater good; strategies for incorporating movement into wellness programs; enjoy an experiential peak ending.

Lisa Honig Buksbaum, MAPP, MBA is a visionary: a visionary driven by great passion and action. Personal experiences with death and illness inspired her to launch Soaringwords, a not-for-profit organization that has embraced more than 250,000 children and families grappling with illness and loss. Keynote speaker, moderator, panelist at professional conferences including IPPA World Congress, 2015; European Positive Psychology Conference, 2014 and CPPA, 2014. Lisa leads workshops at Fortune 50 companies and featured on Good Morning America, Fortune, Success and USA Weekend. Lisa graduated with honors from University of Pennsylvania; holds an MBA, Columbia University; Master's Applied Positive Psychology, UPenn.

Elaine O'Brien, PhD, MAPP, is a professor, consultant, international speaker, author, and group fitness trainer. Dr. O'Brien's research/applications around positive exercise as therapy, appreciative practices, and love connections are cited in the APA Journal of Women and Therapy. Martin Seligman recognized Elaine for Positive Health and MAPP contributions in Flourish.

Symposium 8: Considering Forgiveness

Ballroom B

Considering Forgiveness within Relationship Dyads

Patrick L. Hill

Mathias Allemand

Hannah Brazeau

Annika Martin

Title: Individual Differences in Perceiving Partners' Forgivingness and Gratitude

Abstract: Research on trait forgiveness and gratitude is limited by self-reports, given the susceptibility for socially desirable reporting. As such, researchers often turn to partner reports as a more objective measurement. However, research is still needed to understand the factors that influence partner perceptions of forgivingness and gratitude. The current study will investigate whether the perceiver's personality may influence partner-reports of these

traits. Using cross-sectional data from 933 adults in the United States, we investigated whether self-reported Big Five personality profiles, gratitude, forgivingness, and well-being predicted participants' reports of their partners' forgivingness and gratitude. Multiple regressions were performed separately for individuals reporting on their romantic partners or close friends, to investigate whether the influences on partner perceptions differ across these targets. Results are discussed with respect to the validity and utility of partner-reports of forgiveness and gratitude.

Patrick Hill received his Ph. D. in cognitive psychology from the University of Notre Dame, and is currently an assistant professor of health psychology at Carleton University in Ottawa, ON, Canada. His research focuses on considering the benefits of living a purposeful life, the development and assessment of dispositional forgiveness, and understanding the linkages between personality traits and physical health.

Mathias Allemand received his Ph. D. in lifespan developmental psychology from the University of Zurich, and is currently a senior researcher at the Department of Psychology and the University Research Priority Program "Dynamics of Healthy Aging" of the University of Zurich. He directs a research group on personality dynamics and development across the lifespan. His primary interest lies in the understanding of the longitudinal patterns, mechanisms, and outcomes of personality dynamics and development. His research also examines forgiveness and gratitude across the lifespan.

Title: Self- and Partner-Reports of Forgivingness as Predictors of Reported Daily Transgressions

Abstract: Trait forgiveness is defined as a dispositional willingness to avoid holding a grudge after being slighted. Missing from this literature though is an understanding of whether dispositionally forgiving individuals are less likely to perceive transgressions in their daily lives, which would suggest that trait forgiveness influences more than simply the reaction to a given transgression. The current study employed data from over 100 American adult dyads (close friends and romantic partners) to investigate whether self-reports and partner-reports of forgivingness predict a decreased likelihood to report transgressions over the span of 10 days. Analyses will test these effects across different forms of transgressions, as well as whether self- and partner-reports of forgivingness are unique predictors of perceived daily slights. Findings will be discussed with respect to how trait forgiveness influences reactivity and perception of daily stressors.

Hannah Brazeau is a graduate student completing her Master's degree at Carleton University. Her research

focuses on examining close relationships and how these relationships can affect various aspects of life, including forgiveness, health behaviours, and goals.

Annika Martin received her Master degree in Psychology from the University of Zurich, and is currently a Ph. D. student at the Department of Psychology and the University Research Priority Program "Dynamics of Healthy Aging" of the University of Zurich. Her research focuses on personality development across adulthood and old age with a special focus on adult attachment processes and forgiveness interventions.

Title: Attachment and Partner Forgiveness: Tests of Moderating Variables

Abstract: Previous research has proposed that attachment styles are derived from the presence of positive or negative working models of the self and others, and that these working models play a crucial role in how an individual experiences and behaves within their relationships. Attachment styles seem to influence the amount to which we experience relationship satisfaction, involvement, commitment, reassurances, and emotional expression. In recent research, attachment styles have been found to affect an individual's tendency to forgive. Specifically, a tendency to forgive is linked to both less attachment anxiety and less attachment avoidance. But little is known about how this relationship between attachment style and forgiveness may be affected by other relational factors. The current study aimed to explore the moderating effects of relationship satisfaction and commitment to one's partner on this link between attachment styles and forgiveness. A self-report survey was completed by 933 American adults who were in either close romantic relationships or friendships. These participants were asked various questions about their partnership to their friend or romantic partner (i.e., length of relationship, commitment to partner, etc.), and then were asked to complete the Experiences in Close Relationships - Relationship Structure scale (Fraley, Heffernan, Vicary, & Brumbaugh, 2011), the Tendency to Forgive Scale (Brown, 2003), and the Martial Forgiveness scale (Fincham & Beach, 2002; adapted to fit both romantic partners and friends). Results will be discussed with respect to implications for how our attachment models influence our forgiveness in dyadic relationships.

Title: Attachment, Forgivingness, and Transgressions in Romantic Couple's Daily Life

Abstract: Recent research has shown that attachment and forgivingness are associated within individuals and between romantic partners. However, less is known about how attachment and forgivingness unfold over

two weeks in daily life of couples. The current study employed dyadic daily diary data from a sample of German adult dyads (romantic partners) to investigate the occurrence of partner transgressions and coupled co-variation between attachment and forgiveness across 10 days. Both actor and partner effects will be examined by means of multilevel modeling. Findings will be discussed with respect to how daily attachment and forgiveness are related to the occurrence of partner transgressions and the willingness to forgive the partner transgressions.

Concurrent Session 4

3:15PM-4:15PM

Workshop

Studio 10

Teaching Toward a Transformation That Lasts

Maria Sirois, Psy.D.

Sometimes, to paraphrase Elie Wiesel, words can have the impact of deeds. Too often though, our words are inspiring and informative, but fail to provide the appropriate scaffolding for sustainable positive transformation. To potentiate change that lasts beyond that first few days after our presentations, we must understand the following: a. why positivity matters to any audience, b. how to teach from a systems approach which focuses on the whole of a person and the whole of the audience, c. how to integrate the fundamental principles and practices for long-lasting habit change, d. how to balance professionalism with authenticity and, e. what it means to lead from our best selves as we keynote, teach or speak. When we understand these elements we not only bring our audiences knowledge and inspiration, we provide for them the greatest chance of using the content of our presentation to successfully shift their experiences at work, home, school and/or community over years. Attendees of this workshop, whether novice or experienced presenters, will leave with a design template that will enable them to offer audiences what we all seek: 1. knowledge that is useful, 2. practices that can be applied, 3. the motivation to apply that knowledge and those practices, 4. a grounded optimism that the tools/perspectives we teach will make a positive difference, 5. and the wisdom to know what to do when life is challenging, other people make growth difficult, and old habits of thought and behavior become barriers.

Dr. Maria Sirois is a positive psychologist, seminar leader and author who teaches internationally in the intersections of resilience and flourishing. Known

for her wisdom, authenticity and rampant humor, she brings invigorating practices and perspectives to corporate and non-profit audiences alike. A master teacher, Sirois has been called an orator of great power and beauty. With Tal Ben-Shahar, she co-leads a year-long certificate program in positive psychology for executives, educators, entrepreneurs, counselors and the general public. For more about her work visit www.mariasirois.com and her TEDx, Living An Authentic Life, <http://bit.ly/1czPzXI>

Workshop

Studio 11

Beyond Happiness to Greatness: A Workshop Application to Achieve a Higher Goal

Scott Anthony Asalone

If positive psychology focuses on what is best in life and in each individual and its research and applications have been empirically validated then it should be possible to blend positive psychology applications in a workshop environment and help individuals unleash previously untapped potential. Positive psychology proposes to research and build upon the best that humans can experience and the best they can become. Historically the goal of positive psychology has varied from happiness, to subjective well-being, to flourishing. Yet each of these goals falls short of the highest possibility for each individual. Is flourishing the end goal of positive psychology or is there a penultimate goal which can be achieved through the select application of positive psychology interventions and research? Based on over 8 years of study and application there will be a brief argument for a new goal for positive psychology; that of personal greatness, and a definition will be suggested. Additionally a process called Roadmap to Personal Greatness will be offered as an example of a session that was offered for four years in a Fortune 100 financial service company. Qualitative results and anecdotal evidence will be shared from the participants of this session. This work focused on the use of multiple positive psychology interventions, teaching of positive psychology research, dialogue and self-reflection to enable each participant to create a path to attain their goals, dreams and unleash their personal greatness.

Scott Asalone is an author, speaker, poet and teacher. He is an entrepreneur who started A&S Global Management Consulting, Inc. in 1999. For the past 16 years ASGMC has worked around the world developing and delivering powerful and unique programs for leaders and employees in for-profit and non-profit

organizations. Scott has authored a children's Christmas book, a book of poetry, and his most recent book about how to attain personal greatness. He has a Master degree in Applied Positive Psychology from the University of Pennsylvania and is a member of the International Positive Psychology Association. He is also an Associate Instructor for the Master of Applied Positive Psychology program.

Symposium 10: Happiness Around the World

Studio 12

Happiness around the world: A comparative analysis

Rebecca Pschibul
Dr. Ken Cramer

This study analyzed the following dataset: "Assessing Happiness and Competitiveness of World Major Metropolises" (Lee, 2006), taken from the ICPSR (Inter-University Consortium for Political and Social Research). The analysis compared variables contributing to overall happiness across ten world metropolises in North America, Europe, and Asia, with approximately 1,000 individuals in each centre. The original survey assessed multiple areas of city life, including economy, culture and education, welfare, safety, living conditions, city administration, community life, health, city pride, and current level of happiness.

All groups showed similar positive levels of overall happiness across and within cities, with the highest levels recorded in Stockholm and Toronto. Overall, health was the most important predictor of overall happiness (significant in 90% of the urban centres), and that was especially true for males. Health was closely followed by city pride (80%), equally favoured by both genders. As a third predictor, household income was relevant in 60% of the urban centres. Marked by further gender differences, socializing and having plenty of job opportunities were generally represented throughout the sample (40%). The happiness of New York males and Milan females was predicted by relatively few (only three) variables, whereas Berliners' happiness was predicted using ten predictors. The highest percentage of explained variance in happiness was found among Seoul males (43%), followed by Berlin males (41%). The survey variables were less successful at assessing happiness among Beijing females (17%). Likewise, 35% of variance (for Seoul females) was the most explained in any female sample. Items included in his questionnaire may be best suited to assess South Korean values and factors associated with happiness, and it shows

that not all factors that make up each city's overall happiness have been sufficiently accounted for in the original study. Implications for urban planning and future directions will be discussed.

Rebecca Pschibul is a Dean's Honour Roll student working towards a Bachelor of Honours in Psychology with Thesis and Minors in Spanish and Sociology. She has assisted with the research of Dr. Cramer in different areas of Psychology. For example, Rebecca has recently co-presented on Maclean's university rankings at the STLHE conference in Vancouver and the Windsor-Oakland Teaching and Learning conference in Windsor. Aside from a high focus on academics, Rebecca is highly involved with volunteering on campus and in the larger community. Rebecca's future plans involve participating in further research projects along with gaining teaching experience in higher education." Dr. Ken Cramer is a 3M Teaching Fellow and Teaching Leadership Chair in the department of psychology at the University of Windsor. He investigates several topics in positive psychology, including hope, control, and well-being.

Insights from a New Systematic Review on Elevating Experiences

Keith Pearce

This presentation is a review of a variety of interrelated concepts related to extraordinary positive emotional experiences including moral elevation, awe, inspiration, peak experiences, aesthetic chills and transcendence. Though these experiences tend to be significant and special for the individual most of the literature has been theoretical. Each of these topics have typically been studied in isolation from others (e.g. Haidt, 2003; Keltner & Haidt, 2003). However, these experiences have strong commonalities and thus a review which includes all of them and thus encourages cross-pollination between them, is warranted.

At the empirical level, there are studies suggesting that some of the aforementioned concepts belong to one category and consistently load onto one factor (Huta & Ryan, 2010). A theoretical review of these topics shows that they are related by themes of connection with something larger than oneself, transcendence of self-interest, uplifted feelings, enhanced awareness and all possess a transformative quality. Furthermore, there are similarities in elicitors (e.g. nature, music), correlates (openness to experience) and behavioural outcomes (e.g. prosocial behaviour).

In this talk I will discuss how each of these concepts are conceptualized/defined in the literature, various methodologies used for assessing these experiences, elicitors of each of these experiences and some key

empirical findings. I will then discuss how researchers in each of these fields can learn from each other and future directions that would benefit research on elevating experiences. My goal is to establish a more coherent review of these concepts and their interrelatedness which will hopefully provide insight for future research in these domains.

Keith Pearce is a fifth year Ph.D. student in the Experimental Psychology program at the University of Ottawa. His broad interest is in the domain of well-being and how one's pursuit of well-being is related to one's concern for others and society. He completed his undergraduate studies at McMaster University where he obtained a Bachelor of Science in Honours Neuroscience, Psychology and Behaviour. He has held teaching assistant positions for various courses such as Social Psychology, and Personality. He has also been a research assistant working in Dr. Huta's well-being lab running experimental protocols and conducting literature reviews.

Worldviews that Relate to the Pursuit of Eudaimonia and Hedonia

Arthur Braaten

Eudaimonia and hedonia are two primary ways in which people seek well-being in life (Huta & Ryan, 2010). Both eudaimonia and hedonia relate to personal well-being in distinct ways. Thus, it is important to understand what leads people to pursue eudaimonia and hedonia in the first place. We expect that a person's worldviews, the fundamental beliefs about how things work and what is true and real, to be important predictors. We measured a comprehensive list of worldviews predominantly based on Koltko-Rivera's (2004) extensive review. These include beliefs about morality, spirituality, purpose of life, what determines life outcomes, and where well-being comes from. Data collection is ongoing but preliminary results suggest that worldviews have differential relationships to eudaimonia and hedonia.

Results suggest that eudaimonia is related to believing that morality is learned from personal experience and that people should always try to make the ethical choice, whereas hedonia is related to believing that morality is learned from others and the morally right thing depends on the situation. Eudaimonia is also more linked to the belief in intended meaning (to people and the universe) and that outcomes are controlled by people's actions and spiritual forces, whereas hedonia is more related to the belief in inherent meaning (of people and the universe) even if that meaning is not intended, people and life are making progress, and fatalism. Both eudaimonia and hedonia also similarly relate to believing that well-being

comes from the "heart" and the purpose of life is to actively participate in it and live one's unique path, whereas only eudaimonia is related to believing that well-being comes from reason and the purpose of life is contribution, excellence, and influence.

Arthur Braaten is currently a first year Ph.D. student in Clinical Psychology at the University of Ottawa and is a member of the Well-Being Lab directed by Dr. Veronika Huta. His research interests are in well-being, optimal functioning, how people pursue well-being in life, and predictors of eudaimonia and hedonia. He completed his undergraduate degree at the University of Ottawa where he obtained an Honours Bachelor of Arts in Psychology. He is a recipient of the SSHRC CGS-M scholarship and has been a research assistant whereby he was involved in administering experimental protocols, performing data analyses, and writing manuscripts.

Workshop

Studio 13

Mindfulness Approaches for Enhancing Coaching Presence

Marla Warner

A general interest in mindfulness has grown dramatically over the last few years. This interactive session will explore and clarify the concept of mindfulness. The proven benefits of mindfulness will be discussed as well as the range of applications for mindfulness approaches today. In addition, current research in neurobiology as it relates to mindfulness, will be presented. The session will highlight the research with respect to mindfulness and presence, wellbeing, productivity, engagement and flow. The workshop will also focus on how this deeply personal practice of mindfulness does in fact lead to a greater understanding of others, supporting communication, collaboration and empathy. The session will further provide an opportunity to discuss how coaches can introduce mindfulness strategies to their clients and how this can benefit the client's coaching process. Discussion will also focus on both formal and informal mindfulness practices and how they can be integrated into one's lifestyle.

This session is designed for anyone who is interested in cultivating a personal mindfulness practice and for coaches who wish to support and enhance their coaching practice through the use of mindfulness skills. The program format will use a power point presentation. Participants will engage in small group discussions, individual reflection and will experience a series of mindfulness skills. Additional resources will

also be provided.

Marla Warner BSc (Kin) CWC RYT (CAPP)*pending Marla is a professional speaker, facilitator, consultant and coach whose focus is workplace well-being and productivity. Marla is the principal of For Health Wellness Consultants. She is also a program leader at Toronto's Wellspring Cancer Support Centres. Marla's qualifications include a B.Sc, kinesiology, she is an Adler trained coach and a certified health coach. Marla is a certified stress management educator (AAPB) and holds a CAPP (Certified Applied Positive Practices) designation. (Feb. 2016)* Marla has co-authored and produced two Relaxation/Meditation CDs. Marla is a member of the CPPA since 2011.

Symposium 11: Transforming Setbacks into Growth

Ballroom A

PTSD as A Driver of Reduced Hope Mediated by Anxiety

Ricky T. Munoz, JD, MSW

Robert Bartholomew, BS

Chan Hellman, PhD

The positive psychology literature consistently supports hope as an important psychological strength. Posttraumatic Stress Disorder (PTSD) and anxiety have been negatively associated with hope. Yet, little empirical testing exists that evaluates a directional link between PTSD, anxiety, and reduced hope. Theory suggests that PTSD involves recollections of trauma that produce anxiety, while hope involves increased attention paid to a positive future that lowers anxiety. Thus, adverse childhood experiences (ACEs) that generate PTSD symptoms should produce anxiety which ultimately results in lower hope.

To test this theoretical model, we performed a cross-sectional study involving a sample of homeless individuals ($N = 103$) to evaluate a partial least squares structural equation model (PLS-SEM) of serial mediation of the following variables in the following order: 1) Experiences of childhood trauma > 2) PTSD symptoms > 3) Anxiety > 4) Lower Hope. The results supported the theorized directional order of the variables via full mediation, reflected by a statistically significant negative relationship between ACEs and hope becoming insignificant in the presence of PTSD and anxiety as mediators. A negative relationship between PTSD and hope was also fully mediated by anxiety.

The results enhance our theoretical understanding of the relationship between PTSD, anxiety, and hope. The data suggests that PTSD symptoms, which involve increased attentional focus on past traumas, produce anxiety and less attention paid to a positive future, i.e. less hope. This theoretical understanding follows because attention is a limited resource; one cannot easily focus attention simultaneously on both past traumas and a positive, hope filled future. The results have clinical implications that suggest interventions to reduce PTSD symptoms may be improved by enhancing clients' executive control of attention to move focus away from past trauma and toward a hopeful future.

Ricky T. Munoz, JD, MSW, is an assistant professor of social work at the Zarrow School of Social Work at the University of Oklahoma. Ricky's research centers on applied positive psychology, particularly the role psychological strengths, such as hope, play in driving resilience and overall well-being among clients of social service agencies. Overall, his research takes a community based participatory research paradigm that includes partnership with social services agencies to evaluate their programs in terms of promoting positive psychological strengths among their clients.

Robert Bartholomew, BS, is a graduate research assistant at the University of Oklahoma's Anne and Henry Zarrow School of Social Work. He holds previous research experiences with Oklahoma State University in multiple interdisciplinary labs as a research assistant and collaborator on multiple studies. After obtaining his bachelor's degree he worked as a research facilitator and diagnostic assessor with the Laureate Institute for Brain Research in Tulsa, OK. His current research interests center on positive psychology constructs in applied settings.

Chan M. Hellman is a Professor of Human Relations and Associate Dean for the College of Arts & Sciences at the University of Oklahoma. Chan is the founding Director for the Center of Applied Research for Nonprofit Organizations where he and other faculty train graduate students in conducting outcome assessments. His research interest is in factors associated with character strengths generally but the strength of hope specifically. He received his PhD in Educational Psychology from Oklahoma State University.

Enjoyment and anxiety in second language communication

Peter MacIntyre

Esther Abel

Jean-Marc Dewaele

Psychological processes underlying the acquisition of a second language provide fertile ground to study positive psychology in general and positive emotions in particular. This presentation presents two studies that conceptualize and measure enjoyment for second language learning. The studies use the Broaden-and-Build theory of emotion (Fredrickson, 2013) as a framework. Csikszentmihalyi's (2004) concept of enjoyment requires a person have a stake in an outcome that matters to her or him. Second language learning and communication present ample opportunities for enjoyment and growth that also bring considerable risk of anxiety-arousal (Horwitz, 2010). In Study 1, using an international, web-based survey of 1740 language learners, we found a modest negative correlation ($r = -.36$) between enjoyment and anxiety, and that participants who already mastered several languages, who felt more proficient than their peers, who had reached higher level of education, and who were older reported both significantly more enjoyment and significantly lower levels of anxiety than comparison groups. Study 2 investigated moment-to-moment fluctuations in anxiety and enjoyment among 12 French-as-a-second language speakers. Participants came to the lab to discuss both an enjoyable and an anxiety-arousing experience that took place while using French; they used French to describe their experiences. The idiodynamic method (MacIntyre, 2012) was used to generate continuous, per-second ratings of enjoyment and anxiety separately, made with specialized software while watching a video of the discussion to stimulate recall. Results showed both moments of convergence and divergence in the trends of the two emotions. Although enjoyment and anxiety often might be conceptualized as having a see-saw relationship, the ongoing dynamics of the emotions interacting with self-related appraisals and second language communication produce complex, interesting, and meaningful patterns.

Peter D. MacIntyre is a professor of psychology at Cape Breton University in Sydney, Nova Scotia, Canada. He is co-editor, with Tammy Gregersen and Sarah Mercer, of the forthcoming "Positive Psychology in SLA" (Multilingual Matters) and the 2015 title "Motivational Dynamics in Language Learning" (Multilingual Matters) with Zoltán Dörnyei and Alastair Henry. His main research area is in the psychology of second language learning and communication.

Esther Abel is a student at Cape Breton University. She

is pursuing a Bachelor of Science Honours degree with honours in Psychology and a minor in Biology. Her interests include Positive Psychology, Statistics, and Social Psychology. In her (limited) free time, she enjoys dressmaking, reading, and lattes.

Jean-Marc Dewaele is Professor in Applied Linguistics and Multilingualism at Birkbeck College, University of London. He has authored five books including "Emotions in multiple languages" (2013, Palgrave Macmillan). His interests include individual differences in foreign language acquisition and multilingualism, sociopragmatic competence, and the communication of emotions in a variety of languages and contexts.

Art-making and resilience in war-affected youth

Lara Kalaf

The literature on war-affected youth is mostly focused on evaluating psychopathology. Researchers rarely study ways to promote resilience for that specific population. To better understand how art fosters resilience among youth living in conflict areas, one must consider their environmental reality and cultural makeup. Risk and protective factors not only depend on war trauma or a child's individual characteristics, but also on a complex interplay between various factors relating directly to the child and their most distal environment. In that sense, the ecological context, unique to each child, shapes resiliency.

In line with positive psychology, this presentation explores the role of art and creativity in fostering resilience among war-affected youth. Unique movie-making workshops were implemented with young refugees in Lebanon. These workshops were a means to collect research data on art making and resilience in that specific context but also offered much needed psychosocial support to a population facing many adversities. The program itself and the results of this action-research are also discussed in this presentation along with limitations and directions for future research.

This presentation, mostly in the form of a lecture, includes videos of the workshops as well as presentations and discussions of participants' creative processes and products. Researchers, students, consultants, social workers, psychotherapists, and any individual who has an interest in art, resilience or humanitarian causes, will learn something valuable from this presentation.

Lara Kalaf is a therapist and psychology consultant working locally and internationally. She also teaches undergraduate students about group dynamics at

UQAM where she is completing her PhD in psychology. Her research project explores how art-based interventions help build resilience in war-affected children. She describes herself as a 'humanitarian at heart' because of her sensitivity towards human rights causes. She had the opportunity to work in different places around the world, including, Change clinic, CRISE centre for suicide prevention, and the Montreal Center for Victims of Sexual Assault, War Child in Lebanon, and Doctors Without Borders internationally.

Symposium 9: Positive Psychology Strategies: Practices of the Future

Ballroom B

Technology and the Gamification of Mental Processes to Support Happiness

Aida Memisevic

Every two days we create as much information as we did from the dawn of civilization up until 2003. Thought controlled computers, human bionics, BCI (brain controlled interfaces) and galvanized skin response systems are now becoming our reality. We live in a world where neuroscientists are now exploring areas what once were thought to be the lofty science fiction ideals of transhumanists. As a result of rapidly changing technology, the quantified self movement has spurred great interest. We have begun to track the components of our lives, to better understand ourselves and to achieve better results; from an electronic fork that tracks our eating behaviours, to cognitive optimization platforms where we can track how meditation, coffee or sex effects our performance. We have EEG monitors and apps that track our steps, sleep, heat rate, posture, micro-nutrients and happiness levels... and this is just the beginning.

The recent media attention being bestowed to neuroscience, along with the observation and gamification of mental processes have all contributed to a growing neuro-tech movement. What is the next evolution of how technology will assist us in the science of happiness? The gamification of mental processes can create positive dopamine loops, and support happiness applications, allowing the principles of positive psychology to immerse with the changing dynamics in our technology driven world.

As an homage to the topic, the delivery format will be with a visual screen display being controlled with the Myo armband, a device that reads gestures and motions. In addition if possible, I would like to

incorporate an audience based responsive technology component. Using either crowd face analysis software or wearable biometric sensor wristbands; it would be interesting to track data from the audience (emotions, moods, facial expressions etc) to be read, interpreted and displayed in real time.

Aida is an international executive producer and media host, with a focus on creating health and well being content. She owns and has produced several television projects including five television series. Currently Aida is completing her Masters in Digital Media degree with a thesis focus on technology assisted self awareness. Aida's interests and journalistic research lies in how media technology, neuro-science and positive psychology can be harnessed and bridged to create happier lives and positive social impact. Aida has been featured in The Toronto Star, CFRB, 680 News, Book TV, Sirius Radio, Gaiam TV, and her television programs have aired on 11 Canadian television channels, in the US, and in over 50 countries.

Mind Armour: Mental Wellness Education & Training for Occupational Stress & Trauma

Sajel Bellon

This session will introduce the positive educational model behind Mind Amour: Strategic Training for Emergency Response Services (MASTERS). It is no secret that our frontline community health service workers and first responders are exposed to higher levels of vicarious trauma and occupational stress throughout their careers. Research has shown that the consistent exposure to trauma can have a negative impact on their mental health, leading to symptoms of PTSD, other mental illnesses and suicides (TEMA, 2015). However, these outcomes can be mitigated through strategic positive psychology training and education, designed to enhance mental wellness awareness and strengths. This session will include discussions around building skills to increase resilience and promote post-traumatic/stress-related growth in the face of occupational stress and vicarious trauma. The emphasis is on the preventative and strengthening nature of positive psychology interventions. Education is the catalyst and launchpad for the necessary change and paradigm shift in moving the focus off the stigma of mental illness to the emphasis and promotion of mental wellness within high-risk occupational cultures. By cultivating self-care and engagement through supporting both the individual's mental wellness skills and the organizational's culture, the occupational environment is more likely to be successful in increasing the resiliency and growth opportunities when faced with adverse conditions (Kleim & Westphal,

2011, p. 21).

Sajel Bellon is currently completing her Doctorate at the University of Western Ontario in Educational Leadership. She sits on the Board of the Canadian Positive Psychology Association and is the current Conference Chair. As an integral positive psychology leader, Sajel is currently working with the largest Canadian fire department in hopes of improving the quality of work-life for our first responder community through the research and application of positive psychology in adult education by developing resiliency/post-traumatic growth programs using positive psychology practices as preventative tools in sustaining and advancing mental wellness. She is also the Positive Psychology Program Developer for Wilfrid Laurier University's Centre for Public Safety & Well-being.

The Future Workplace is Here

Vera Asanin

There's a lot influencing workplaces today - economic challenges, demographics challenges, globalization and rapidly-changing technology. All this noise can distract from what's important in your life and hinder you in creating an amazing work experience where people thrive.

Learn about the four major realities that leading workplaces are embracing to be poised for immediate success. Understand why the belief that employees are our greatest asset is no longer valid today. Discover what it really takes to be best in this dynamic presentation.

Passionate about the vision that all workplaces can be healthy, high performing environments where employees thrive, Vera Asanin will challenge how you think, and encourage you to reflect upon your power to influence change.

You will be inspired to new insights, enabling you to realize your full potential, and leaving you with practical thoughts to affect a positive organizational and individual future, today." "Vera Asanin is a successful entrepreneur. Since 1998, she has been President and Publisher of the award winning company, Your Workplace. This multi-media company inspires people to create a place where they want to work, and for organizations to create a thriving work culture.

In a multifaceted career, Asanin achieved success as an expert in economic development and as a marketing professional. She experienced highs and lows as an HR manager which fuelled her passion to advocate for healthier workplaces.

Passionate about the vision that all workplaces can be healthy and productive environments where employees thrive, Vera Asanin encourages people to challenge how they think and to reflect upon their power to influence positive change. She inspires people to new insights and leaves them with practical thoughts to affect a positive work and personal life today.

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Friday Schedule

Concurrent Session 5

9:45AM-10:45AM

Symposium 12: The Impact of Nature and Materialism on Well-being

Studio 10

Factors Predicting Connection to Nature

Misha Voloaca

Being connected to nature is associated with greater well-being and more sustainable behavior. For example, Cervinka, Röderer, and Hefler (2011) found that participants who were more connected reported greater vitality, meaning, and psychological well-being. Kals, Schumacher, and Montada (1999) found that their measure of connection to nature was positively related to a range of pro-environmental behaviours and to environmental activism.

Given these personal and societal benefits, it is important to understand how this connection is established and nurtured. In an initial qualitative study, 23 highly connected-to-nature individuals were interviewed about their experiences. Across participants, influential factors associated with connectedness to nature were direct experiences in nature, other people (especially parents), one's geographical location, education, self-transcendental reasons, valuing animals, deriving psychological benefits from contact with nature, and drug experiences.

These findings were supported by a second quantitative study involving 360 participants that had a wide range of connection to nature scores. Childhood outdoor activities such as hiking, camping, and playing outdoors were strong predictors, whereas playing indoors was negatively associated with being connected to nature. Role models (parents, siblings, grandparents, teachers, and friends) and education (reading books, watching documentaries) were also important in nurturing this connection. Participants who grew up on a farm or in a rural community tended to have higher connection to nature scores; those who

grew up in the suburbs tended to have lower scores. Participants who had pets before age 12 also had higher scores.

Overall, it appears that direct encounters with nature are important in creating connections to it. Although childhood experiences were particularly influential, adult experiences also brought people closer to nature.

Misha Voloaca is an MA/PhD Student in Experimental Psychology at the University of Ottawa, in Ottawa, Canada, where he is working under the supervision of Dr. Veronika Huta. In his research, he is seeking effective ways to communicate climate change information to the public. He is also examining how people become connected to nature. Misha is a Research Assistant at the Inspire Lab at the University of Ottawa.

Materialism lowers well-being: The mediating role of need for autonomy-correlational and experimental evidence

Tania Nagpaul

Two studies investigate the mediation of the need for autonomy in the consistently reported negative relationship between materialism and well-being. Previous research documents the mediating role of overall basic psychological needs in the materialism-well-being link, but the differential effects of the individual needs has not been examined. Following from the idea in self determination theory, that the predictive value of needs on well-being depends upon the match between the need and the life domain, we argue that it is only the need for autonomy that is compromised when people become materialistic. Study 1(N=247 adults) furnishes cross-sectional evidence that materialism diminishes well-being via lower satisfaction of need for autonomy. The mediation effects of needs for competence and relatedness are not significant. Study 2 (82 undergraduates) shows that experimental activation of materialism via short-term exposure to pictorial consumer cues leads to lower satisfaction of the need for autonomy and higher negative affect. The findings shift understanding of the materialism-well-being link from recognizing the role of overall needs satisfaction to

the importance of considering the specific role of the need for autonomy. The incompatibility of autonomy satisfaction with materialistic pursuits provides useful insights to psychologists who are interested in devising interventions that enhance well-being. To the extent that autonomy satisfaction can be fostered, psychologists can become better equipped to help individuals' become resilient to materialistic messages in modern consumer societies and thereby protect their well-being. Thus, the conference theme of general well-being applies to this paper as it yields practical insights on the materialism-well-being link.

Tania Nagpaul is a Ph.D candidate in psychology at Nanyang Technological University. Her research examines the materialism-well-being link from the perspective of self-determination theory. The novelty of her work lies in showing that lower satisfaction of the need for autonomy (but not the needs for competence or relatedness) mediates the materialism-well-being link. She shows, experimentally and for the first time, that short-term activation of materialism leads to lower satisfaction of need for autonomy and higher negative affect. She received the best speaker award for her presentation on mindfulness, gratitude, and materialism at the 2015 Humanities and Social Sciences colloquium.

Noticing nature: Individual and social benefits of a two-week intervention

Holli-Anne Passmore

Empirical studies have demonstrated that contact with nature enhances a variety of aspects of well-being. Although an increasing number of counselling professionals are "waking up" to the importance of the natural environment to their clients' well-being, nature involvement is under-utilized as a well-being activity. Despite clear, consistent evidence of the beneficial impact of nature on well-being, the salubrious effects of nature involvement are often overlooked in applied psychology. One reason for this may be that the bulk of experimental research examining the effects of nature on well-being has involved relatively brief, single exposures to nature, such as a 10-55 minute walk in a natural setting. We examined the effects of longer-term nature involvement. Undergraduates ($N = 395$) were randomly assigned to pay attention, for a two-week period, to how either the natural (nature condition) or human-built (built condition) objects in their everyday surroundings made them feel. A control condition was also utilized. Results indicated that post-intervention levels of net-positive affect, elevating experiences, a general sense of connectedness (to other people, to nature, and to life as a whole), and prosocial orientation were significantly higher in the nature group compared to the built and control groups. Analysis of

qualitative findings revealed significant differences in the types of emotions evoked by nature versus human-built objects. This research constitutes an important step towards validating nature involvement as an effective positive psychology intervention.

Holli-Anne Passmore is a Ph.D. graduate student in psychology at the University of British Columbia. She is a Positive Psychology researcher with a particular focus on the beneficial effects of nature involvement. Holli-Anne's research has been published in several academic journals and books; she has presented her findings at numerous conferences. She currently serves as a reviewer for the journals Canadian Psychology and EcoPsychology. Holli-Anne also collaborates on research examining implicit theories of well-being and meaning in life. She will be teaching a course on the Psychology of Meaning in Life in the summer of 2016 at two Canadian universities.

Workshop

Studio 11

Move2Love and Well-Being: Celebrating Kinesthetics, Rhythm, and Flow Together

Elaine O'Brien

The widespread consequences of inactivity and sedentary living are at an epidemic level, and present a sharp rise in non-communicable diseases (Blair, 2009). This workshop presents Move2Love, an active, innovative, enjoyable group dance-exercise program coalescing positive psychology, physical training, sports medicine, and appreciative practices. Moving beyond passive interventions, Move2Love increases exercise enjoyment, motivation, adherence, and wholebeing (Ben-Shahar & McDonough). Move2Love is positive exercise, fostering face-to-face connections and social capital in a digital world. The components of Move2Love include multi-level, cross training with choice-intensity aerobics, strength, flexibility, balance training, and FUN! O'Brien (2016) discusses how positive physical activity has the capacity to boost mental health, positive emotions, buffer individuals against distress, and promote thriving after adversity. Physical activity plays a crucial role in our experiencing both hedonic and eudaimonic well-being (Hefferon, 2013). Along with fitness benefits, Move2Love promotes warmth and togetherness. This is important as traditional communities based on social connections by proximity are on the decline (Lash & Urry, 1994). Rhythmic group training offers participants the chance to build meaningful, thriving connections (McGonigal, 2007). Diener & Oishi (2005) discuss how building positive social relationships promotes optimal human

functioning. Move2Love aims at unleashing optimal experiences in order to bolster positive health and vibrancy. This workshop offers a continuum of science, education, practice to outcomes by embracing a message of vital, positive physical activity and wellbeing across health care, education, business, and the life span.

Elaine O'Brien, is a professor, consultant, international presenter/speaker, author & appreciative group fitness trainer. Dr. O'Brien's longitudinal research/applications around positive exercise as therapy, appreciative practices, and love connections were presented in "Move2Love..." an article she wrote for the American Psychological Association Journal of Women & Therapy. Martin Seligman recognized Elaine for her contributions to the field of Positive Health and the MAPP program in his latest book, "Flourish." Dr. O'Brien's dissertation demonstrated the reciprocal proactive and positive benefits of appreciative group rhythmic movement via social fitness in boosting exercise motivation, adherence, flow, enjoyment, and whole well-being.

Symposium 13: Positive Education Interventions

Studio 12

Implementing Pathways to Flourishing at Ridley College

Nina Lee Webster
Liz Clarke

Positive Education (PE) is permeating schools across the globe as educational institutions pay greater attention to student wellbeing and flourishing. Each school has tailored PE to reflect their values and needs. As a result they engage with strategies, metrics, concepts, and proactive interventions to support their goals. Ridley College, a world prep boarding and day school in Ontario, adopted The Flourishing Center's PERMA-V model as our PE framework in late 2015. This session explores how the Positive Education Committee at Ridley College utilized the framework to guide their initiatives, implementation, metrics and recommendations as they continue to transition into PE with faculty, staff, parents, and students from Kindergarten to grade 12. We will share our school's journey of reinvigoration and reinvention as well as the learning, challenges and opportunities we encountered along the way.

Nina Lee Webster identifies as a teacher-researcher with teaching experiences ranging from elementary to post-secondary, in private and public institutions. She is pursuing a PhD in Educational Studies,

specialization in Cognition and Learning, at Brock University. She is also a Learning Strategist at Ridley College. For both personal and professional interest, she has followed the movement of positive psychology and education across the globe. Believing in the potential of education, she supports the revolution that stems from the evidence and wisdom of positivity. She is an IPEN Global Representative and co-chairs a Positive Education committee at Ridley College.

Clarke has spent the past twenty-five years helping students from Kindergarten to Grade 12 discover their strengths and how they can be used to enhance the educational experience. Currently, she is the Director of the Learning Centre at Ridley College in St. Catharines, Ontario. In 2016, Liz received her Certificate in Applied Positive Psychology (CAPP 8) from the Flourishing Centre. She is Co Chair of the Positive Education Committee at Ridley, and has helped develop The Foundations of Positive Psychology: The Science behind Flourishing People, Organizations and Societies. She holds the Samuel I.A. Anderson Faculty Chair and continues to use these resources to advance Positive Psychology in education.

Student Perceptions of Happiness Intervention Activities

Christine Zupo

This research is concerned with increasing student levels of subjective well-being. Studies have found people who consider themselves happy report experiencing frequent positive emotions and less negative emotions and enjoy higher levels of success, health, and social connection (Fredrickson, 2013, Nelson & Lyubomirsky, 2012; Nickerson, Diener, Norbert, & Schwarz, 2010; Lyubomirsky, Sheldon & Schkade, 2005). This study focuses on experimental interventions in which students are prompted to engage in positive activities that have been reliably shown to increase positive emotions. The knowledge presented in this study is important because Canadian post-secondary institutions are experiencing increased student self-reports of anxiety and depression (Regehr, Glancy, & Pitts, 2013; Harrison, Alexander, & Armstrong, 2013; Lunau, 2012; Kernan, Bogart, & Wheat, 2010). Students, who experience positive emotions, may be in a better position to build capacity for resilience during challenging times and post-secondary institutions can deepen an understanding how to build in proactive measures to increase student wellness. Student perceptions of well-being are measured, at pre and posttest, using the Sustainable Happiness Scale. Additionally, qualitative analyses examined student perception of the experience in an attempt to investigate the research question driving this study... How do intentional activities increase sense

of wellbeing?

Christine Zupo is a professor at the University of Guelph-Humber and Humber College in the Early Childhood degree/diploma programs, bringing years of experience of working with young children and families. Christine has been teaching post-secondary education for 15 years, holds a Master of Arts degree in Early Child Studies. Christine actively engages in positive, reliably shown, activities with her students on a regular basis. Christine is currently researching student perceptions on implementing positive intentional activities in order to captivate student voice and meaning, to better understand how post-secondary institutions can build in initiatives that elevate the experiences of positive emotions.

Thriving schools and educators: From functioning to flourishing

Dr. Sabre Cherkowski
Keith Walker

Researchers examine flourishing in schools, from a positive organizational perspective, in this ongoing SSHRC research project. The purpose of this research is to understand how it is that certain schools and people in schools flourish and to identify means for nurturing and sustaining flourishing across a variety of school contexts. This research is framed within the fields of positive psychology (Ben-Shahar, 2008; Carr, 2004; Diener, 2009; Keyes, Frederickson & Park, 2012; Seligman, 2011; Seligman & Csikszentmihalyi, 2000) and positive organizational scholarship (Bakker & Schaufeli, 2008; Cameron, Dutton, & Quinn, 2003; Dutton, & Heaphy, 2003; Lillius et al., 2008). This research is linked to the presenters' ongoing work with school learning communities. Data were collected through case studies and electronic Delphi surveys. Using inductive analysis and a constant comparison method several key themes were identified: a) experiences of flourishing are varied and complex with aspects of feeling good and working well together toward a common purpose; b) school leaders set the tone for building climates where flourishing may be nurtured and sustained; c) fostering well-being is essential for educators in their work, but they require more professional development and support to identify and sustain flourishing for themselves and others. Focusing on school improvement from a strengths-based, appreciative research perspective can offer new insights for enhancing the teaching, learning and leading that goes on in schools. A description of ongoing research will also be shared.

Dr Sabre Cherkowski, PhD, is an associate professor in the Faculty of Education at the University of British Columbia, Okanagan. She teaches and researches

in the areas of leadership in learning communities, professional development and collaboration, mentoring and coaching, moral agency and educational leadership, and diversity and education. She is currently engaged in a multi-year research project examining flourishing in schools from a positive organizational perspective. Her formal education has been in the disciplines of French literature, education, and educational administration.

Dr Keith Walker enjoys a joint appointment in the Department of Educational Administration and the Johnson-Shoyama Graduate School of Public Policy at the University of Saskatchewan. His recognized areas of work include educational governance and policy-making, leadership philosophies and practices, community and interpersonal relations, organizational development and capacity-building, and applied and professional ethics. He brings over 35 years of experience as a manager, teacher, minister, leader, scholar and educational administrator in public and social sectors. His formal education has been in the disciplines of physical education, sports administration, theology, education and educational administration and philosophy.

Workshop

Studio 13

Growing a PP Based Business: 5i Change Agents Model

Emiliya Zhivotovskaya, MAPP, PCC, ERYT

Change agents are drawn to the field of positive psychology because of their deep desire to support individuals, organizations and communities in thriving using evidence-based practices. When people consider getting educated in positive psychology or transitioning into the field, they often get stuck on this question: "What can I do with positive psychology?" The answer people are often looking for involves a noun (i.e.. coach, speaker, teacher, etc.). However, the key to succeeding in a positive psychology based career centers on people identifying their Change Agent Verb. In this session, Emiliya demystifies the, "What can I do with positive psychology?" question and explains the 5i Change Agent Model (Zhivotovskaya, 2016). Participants will uncover that people come to positive psychology with a variety of different titles (i.e. consultant, coach, therapist, manager, physician, etc.) and from many different industries (i.e. education, wellness, politics, etc.), they all fall into one of five change agent categories. Participant will identify their change agent category as well as the unique 1) financial, 2) personal and 3) community obstacles that they need to overcome in order to succeed in a positive

psychology based career. Each of these change-agent-specific obstacles are paired with a solution and strategy. Participants will leave with a targeted plan for expanding their professional power in practicing positive psychology.

Emiliya Zhivotovskaya is one of the first 75 people in the world to earn a Master's Degree in Applied Positive Psychology (MAPP) from the University of Pennsylvania. She is the founder of The Flourishing Center and creator of the Certification in Applied Positive Psychology (CAPP) Program which is currently offered in 11 cities across the U.S. and Canada, as well as internationally. She holds a Professional Certified Coach (PCC) accreditation through the International Coaching Federation. She is an adjunct faculty member at Saybrook University where she is also currently earning her PhD in Mind-Body Medicine. Additionally, she is trained in teaching yoga, biofeedback, Thai massage, Reiki, intenSati and more. She is passionate about empowering change agents with tools for self-awareness, self-compassion and self-care so that more people can tap their boundless potential to thrive.

Symposium 14

Ballroom A

Leverage Adversity and Turn Setbacks into Springboards

Claire Dorotik-Nana LMFT

Sixty percent of American men and fifty percent of American women have had at least one major life trauma – and most of them believe that it is best to quickly overcome it. What they don't realize is that the very traumatic incidents from which they run can hold the secrets to profound and dramatic growth. This presentation demonstrates that in the struggle with adversity – and not necessarily the victory – we confront deeply human needs – to find joy and appreciation for life, to form deep and meaningful relationships, to recognize our strengths, to be open to new opportunities and to deepen our faith. Citing the most recent research and case studies on growth after hardships of all kind, Claire Dorotik-Nana will illustrate just how the fight with what stands in our way leads to the very processes that foster growth – how it is in the uncertainty, self-doubt, and fear, that we learn the skills of adapting. Answering the question of just what growth is, and how it is not the absence of negative outcomes but rather the presence of both negative and positive that cause the very pivotal changes in thinking that leads to growth, this presentation will address each component of distress that setbacks cause, making clear how each one can be used to

facilitate the very skills needed to move past it. Lastly, Claire Dorotik-Nana will offer the tips, tools, and exercises needed to learn just how to turn traumatic events into profound meaning and happiness. Offering a path to happiness that does not involve eliminating distress, but instead using it to create real and profound meaning, fulfillment, and happiness, this presentation will show you just how to turn setbacks into springboards.

As a practicing psychotherapist, Claire has turned her own traumatic experience into the story of growth: In February 2000, her father was murdered and shortly thereafter, her mother arrested and later convicted -- she now specializes in post-traumatic growth. To date, Claire has helped countless people realize that traumatic experience is the cornerstone of growth. She has also written several online education courses on post-traumatic growth, motivation, coaching, and fitness for for Zur Institute and International Sports Science Association, and is the author of Leverage: The Science of Turning Setbacks into Springboards. Claire also pens the popular blog on Psychcentral called Leveraging Adversity.

Resilience and Gratitude through an event that changed the world.

Ron DiFrancesco

I am business management consultant and a relationship manager who will be presenting my story on my experience from 9/11. I was the last known survivor of the south tower of the World Trade Center. My story is not one of bravery, but of an ordinary person in extraordinary circumstances. I have struggled for a very long time with telling my story. It is one of deep pain, but through my positive psychology courses, I am now prepared to tell people about it and to help people understand how it has changed me and my perspective on life. I had struggled both mentally and physically through this journey. My talk is about how I overcame these challenges and how I am thankful for the opportunities I now have in life. I believe that through my transformation, I have a very positive look on my life, my surroundings and the opportunities that I have been granted. It is a great reward that I have been given, and I would be happy to share it others.

The audience should be people or organizations who want to hear how my journey has changed me both professionally and personally and how I may be able to positively impact their choices personally and in a work environment.

Ron is a keynote speaker who aids people with their direction and is a sought after relationship

management expert. Ron is a married father of 4, who resides in Toronto. Working in the World Trade Center and surviving the life-changing events of 9/11 in NYC, Ron was the last known man out of the South Tower. Twice during the ordeal, Ron was just minutes away from being killed.

Ron is speaking on the topics of Gratitude, Resilience and Adversity. His story is one of deep personal pain, as well as the struggles he endured to be here today.

Understanding the “How” and “Why” of Well-being: Real-World Lessons

Jacqueline Synard
Nicola Gazzola

The benefits of positive psychology on well-being have been empirically supported. Less well-known, however, are the processes of well-being as we attempt to apply positive psychology during times of adversity, in psychotherapy, and in everyday life. Findings from a case study focusing on the experience of well-being following job loss among 20 technology sector workers will be presented. In addition, a synthesis of the broader positive psychology literature will be presented in order to identify the factors that explain the “how” and “why” of well-being. Findings include several categories clustered under three general themes: (a) the impact of one’s definition of well-being, (b) the perceived impact of external factors on well-being, as well as (c) the impact of processes related to relationships, coping, meaning-making, emotions, self-esteem, past adversity, and individual characteristics and resources. Implications are discussed in light of everyday well-being as well developing counselling interventions. Jacqui is a Ph.D. Candidate at the University of Ottawa specializing in positive psychology and career counselling research. She is specifically focused on identifying processes of well-being as she explores linkages between resilience, meaning, and subjective well-being. Her SSHRC/OGS-funded Ph.D. dissertation investigates the experience of well-being following job loss. Professionally, she applies the principles of positive psychology in counselling and teaching roles. She has presented her work at numerous national and international conferences including Canadian Positive Psychology Conferences and the World Congress on Positive Psychology.

Nicola Gazzola is a professor of counselling at the University of Ottawa. His research is on professional issues in counselling, including counsellor professional identity, clinical supervision, and therapist self-doubt. He is the co-editor of the forthcoming Handbook of Counselling and Psychotherapy in Canada, published by the Canadian Counselling and Psychotherapy Association. He is also a licensed psychologist.

Symposium 15: Le soutien à l'autogestion : une voie positive vers le rétablissement en santé mentale

Ballroom B

Le soutien à l'autogestion : une voie positive vers le rétablissement en santé mentale

Simon Coulombe
Stephanie Radziszewski
Priscilla Labelle
Kadia Saint-Onge

La psychologie positive vise à renforcer ce qu'il y a de meilleur chez les personnes, mais aussi à aider celles qui vivent des difficultés (Peterson, 2006). Si les populations avec des difficultés de santé mentale peuvent en bénéficier, la psychologie positive reste trop peu intégrée en clinique (Johnson & Wood, 2015). L'autogestion est une notion qui rallie les deux champs. Rappelant des interventions en psychologie positive (Lyubomirsky & Layous, 2013), l'autogestion renvoie aux actions que les personnes posent pour prendre du pouvoir dans leur rétablissement. Le rétablissement comprend la réduction des symptômes ainsi que l'optimisation du bien-être, à travers le sens à la vie, l'accomplissement et les buts personnels (Andresen et al., 2003). Bien que ces notions suscitent un intérêt (Slade, 2010), les connaissances sont limitées sur la façon dont elles s'actualisent et peuvent être soutenues chez les personnes avec les difficultés les plus courantes (dépression/anxiété). À l'UQAM, Prof. J. Houle dirige des travaux pour comprendre et soutenir l'autogestion et le rétablissement. Le symposium réunira 4 présentations qui feront un tour d'horizon. S. Coulombe introduira l'autogestion et le rétablissement en soulignant leurs interrelations, selon une étude psychométrique. S. Radziszewski présentera un outil visant à soutenir les personnes dans la prise de pouvoir sur leur vie. P. Labelle abordera une intervention de télésoutien à l'autogestion et au rétablissement intégrant des principes de l'approche axée sur les solutions. K. Saint-Onge portera son attention sur l'activité physique comme stratégie d'autogestion pour promouvoir la santé mentale. Le symposium illustrera comment la psychologie positive peut s'intégrer avantageusement dans les services en santé mentale.

Simon Coulombe termine son parcours doctoral, à la convergence de la psychologie positive, communautaire et de l'environnement. Il s'intéresse aux processus par

lesquels des personnes confrontées à des situations d'adversité ou de stigmatisation (comme des difficultés de santé mentale ou physique) peuvent prendre du pouvoir sur leur vie, réaliser leurs projets personnels et actualiser leurs forces. Ses travaux en collaboration avec sa directrice de thèse, Dre Janie Houle, visent des retombées en termes de développement d'interventions de soutien centrées sur la personne et d'aménagement d'environnements favorables au bien-être.

Nous aimerais que Janie Houle, PhD, soit inscrit comme co-auteure (non présentatrice).

Titre des 4 présentations:

- 1.Santé mentale positive, autogestion et buts personnels chez des personnes vivant avec un trouble de l'humeur ou de l'anxiété
- 2.Aller mieux à ma façon : un outil de soutien à l'autogestion qui place la personne au centre de son rétablissement
- 3.L'intervention Aller mieux à LEUR façon : les fondements et les résultats du projet-pilote
- 4.Promouvoir la santé mentale positive des aînés en milieu défavorisé par le soutien à la participation à l'activité physique avec l'outil Aller mieux à ma façon.

Contexte : Les travaux de Keyes (2005) suggèrent la possibilité de vivre un niveau élevé de santé mentale positive malgré des symptômes de maladie mentale. Provencher et Keyes (2010) conçoivent le rétablissement non seulement en termes de réduction de symptômes, mais aussi d'optimisation de la santé mentale positive. Le rôle actif de l'individu dans son rétablissement est de plus en plus reconnu par les professionnels qui visent à soutenir l'autogestion des personnes pour favoriser l'atteinte des buts qui leur sont propres (Mueser et al., 2002). Les données restent toutefois limitées sur la façon dont 1) santé mentale positive, 2) symptomatologie, 3) autogestion et 4) buts personnels sont interreliés chez les personnes avec des troubles mentaux courants (troubles anxieux/de l'humeur).

Méthode : 149 participants ayant un diagnostic de ces troubles ont rempli un questionnaire mesurant ces construits.

Résultats : Les intercorrélations et analyses psychométriques soutiennent la validité discriminante des mesures, suggérant 4 construits distincts. Des analyses de profils montrent un profil de personnes vivant avec des symptômes plus sévères, mais qui présentent un niveau relativement élevé de santé mentale positive. De façon générale, l'utilisation fréquente de stratégies d'autogestion (adopter un mode de vie sain et prendre du contrôle sur sa vie) est associée au rétablissement (\downarrow symptômes, \uparrow santé

mentale positive). Des analyses de médiation suggèrent que la poursuite des buts pourrait être médiateur de l'effet de l'autogestion sur le rétablissement. Conclusion : Les résultats seront discutés selon les principes en psychologie positive des deux continuums de santé mentale et du rôle central des buts dans l'épanouissement. Les limites du devis transversal seront abordées.

Stephanie Radziszewski est assistante de recherche au Laboratoire Vitalité de l'UQAM dirigé par Janie Houle, Ph. D. Elle participe à différents projets concernant l'autogestion en santé mentale ainsi que le bien-être résidentiel des locataires en Habitation à loyer modique (HLM). Elle est étudiante au doctorat en psychologie communautaire à l'UQAM, sous la direction de Janie Houle. Ses intérêts de recherche comprennent l'autogestion de la santé mentale en contexte de grande précarité, la stigmatisation et la participation citoyenne.

Priscilla Labelle est assistante de recherche au Laboratoire Vitalité de l'UQAM dirigé par Janie Houle, Ph. D. Elle est impliquée dans différents projets visant le développement et l'évaluation d'interventions de soutien à l'autogestion de la santé mentale. Elle est également étudiante au doctorat en psychologie communautaire à l'UQAM sous la direction de François Chagnon. Tout au long de son parcours doctoral, elle s'est intéressée aux déterminants du changement organisationnel, aux bienfaits de la pleine conscience sur la gestion du stress et à la création de formations pratiques.

Kadia Saint-Onge est étudiante au doctorat en psychologie communautaire à l'UQAM. Ses travaux académiques portent sur la promotion de l'activité physique auprès d'aînés en habitation à loyer modique sous la direction de Janie Houle, Ph.D. En tant qu'auxiliaire de recherche au Centre de recherche de l'Institut universitaire de gériatrie de Montréal, Kadia s'intéresse aussi aux interventions visant la réduction de l'autostigmatisation liée à une condition de santé.

Le soutien à l'autogestion est de plus en plus reconnu comme une composante complémentaire, mais essentielle dans le traitement des personnes ayant un trouble de santé mentale courant (OMS, 2014). Chez ces personnes, le soutien à l'autogestion contribue à réduire les symptômes, améliorer l'adhésion au traitement et optimiser le bien-être (Cook et al., 2012; Lorig et al., 2014; Houle et al., 2013; Ritter et al., 2014). Cependant, aucun outil basé sur des recherches empiriques n'est disponible pour soutenir les personnes dans le processus d'autogestion. Un partenariat de recherche incluant 12 experts de divers milieux (personnes en rétablissement, intervenants communautaires, professionnels de la santé et

chercheurs) a été créé afin de pallier cette lacune. La conception de l'outil s'est basée sur une recherche qualitative portant sur les stratégies d'autogestion utilisées par 50 participants ayant un trouble anxieux, dépressif ou bipolaire (Villaggi et al., 2015). Les experts se sont rencontrés à cinq reprises afin de partager leurs opinions sur le contenu et le format du document. L'outil se complète en quatre étapes : 1) Je constate ce que je fais, 2) Je me rappelle ce que je faisais avant et je me reconnaiss dans les moyens des autres, 3) Je passe à l'action, 4) Je révise mes moyens. Nous présenterons les particularités de l'outil (ex. caractère transdiagnostique, accent sur les forces de la personne) en soulignant les concepts de la psychologie positive sur lesquels il s'appuie. Aller mieux à ma façon est l'un des premiers outils de soutien à l'autogestion développé pour permettre aux utilisateurs d'apprécier et développer leur propre potentiel dans le but de (re)prendre du contrôle sur leur rétablissement. Les interventions de soutien à l'autogestion sont recommandées comme complémentaires pour les troubles anxieux et dépressif (APA, 2010; Fournier et al., 2012). Cependant, il n'existe aucune intervention individuelle structurée de soutien à l'autogestion qui prenne appui sur le pouvoir d'agir des personnes (Houle et al., 2013). Pour pallier cette lacune, une intervention de soutien à l'autogestion intitulée Aller mieux à LEUR façon a été développée à partir de l'outil Aller mieux à ma façon. Cette intervention a été conçue par une équipe composée d'une psychologue, d'une pair aidante et de chercheurs. L'intervention consiste en 5 contacts téléphoniques visant à favoriser le rétablissement clinique et personnel (réduction des symptômes et promotion de la santé mentale positive) des personnes avec des troubles anxieux ou dépressif. Axée sur le pouvoir d'agir, l'intervention mise sur l'autodétermination des usagers, les intervenants devenant des accompagnateurs dans : 1) l'identification de leurs besoins et de leurs priorités en santé mentale; 2) le choix d'objectifs qui ont du sens et qui sont réalistes pour eux; 3) la planification de l'action; 4) la résolution des difficultés rencontrées; et 5) l'obtention du soutien nécessaire à l'atteinte de leurs objectifs (Pulvirenti et al., 2011). Un projet pilote sera réalisé de février à avril auprès de 10 personnes avec un trouble anxieux ou dépressif pour vérifier la faisabilité et l'utilité de l'intervention. Nous présenterons les résultats des entrevues réalisées auprès des participants. Nous illustrerons comment cette intervention met de l'avant des principes connexes à la psychologie positive (approche axée sur les solutions; De Shazer & Dolan, 2007) pour soutenir les personnes dans leur cheminement vers le bien-être.

La santé mentale positive est reconnue comme bienfait de l'activité physique au même titre que la santé physique. Surnommée « la psychologie

positive en mouvement » (Mutrie & Faulkner, 2003), l'activité physique pourrait prévenir et traiter certains problèmes de santé mentale. L'activité physique améliore la qualité de vie psychologique, physique et sociale, ainsi que la gestion de problèmes de santé mentale, comme l'anxiété et la dépression (Richardson et al., 2014; Trépanier & Bélanger, 2011). Il est recommandé de faire chaque semaine au moins 150 minutes d'activité physique d'intensité modérée (OMS, 2010). Cependant, les taux de participation à l'activité physique demeurent trop bas, surtout chez les aînés en milieu défavorisé (Kino-Québec, 2002). Ce groupe présente un risque accru de problèmes de santé mentale, d'isolement social, et de santé physique (ASSSM, 2011). Une attention particulière devrait être investie dans le soutien à l'activité physique des aînés en milieu défavorisé. La participation continue à l'activité physique relève d'habiletés d'autogestion telles que la planification d'objectifs, l'évaluation du progrès et le renforcement personnel (Dishman, 1982). Les interventions de promotion de l'activité physique personnalisées qui ciblent des sous-groupes de la population, qui sont ajustées spécifiquement à ceux-ci et qui livrent un soutien matériel imprimé ont été montrées plus efficaces (Richardson et al., 2014). Informées par les déterminants de la participation à l'activité physique, des suggestions pour le développement de l'autogestion de la participation à l'activité physique des aînés en milieu défavorisé seront présentées en fournissant des pistes pour adapter l'outil de soutien Aller mieux à ma façon au contexte de l'activité physique.

Concurrent Session 6

11:00AM-12:00PM

Symposium 16

Studio 10

Exploring Life Satisfaction as an Antecedent of Hope: Results of a Two Wave Cross Lagged Panel Analysis Using Latent Variables

Ricky T. Munoz, JD, MSW

Chan Hellman, PhD

Kathleen Quinton, BS

While research has consistently demonstrated that the cognitive sets of hope and life satisfaction are positively correlated, much of such research has not been done with methodologies capable of testing a directional relationship between the 2 variables. Theory suggests that life satisfaction, a retrospective appraisal of the quality of past successes, may

serve as an antecedent to hope. Consequently, the current study utilized a 2 wave cross lagged panel design with latent variables to test a model of life satisfaction as an antecedent of hope among a sample of adolescent females ($N = 556$). Results indicated that the cross lagged panel model with autoregressive paths along with a path representing life satisfaction as an antecedent of hope best fit the data. The study concludes with a discussion of the results, particularly the clinical implications of the importance of retrospective assessments of success as an antecedent of hope.

Ricky T. Munoz, JD, MSW, is an assistant professor of social work at the Zarrow School of Social Work at the University of Oklahoma. Ricky's research centers on applied positive psychology, particularly the role psychological strengths, such as hope, play in driving resilience and overall well-being among clients of social service agencies. Overall, his research uses a community based participatory research paradigm that includes partnerships with social services agencies to evaluate their programs in terms of promoting positive psychological strengths among their clients.

Chan M. Hellman, PhD, is a Professor of Human Relations and Associate Dean for the College of Arts & Sciences at the University of Oklahoma. Chan is the founding Director for the Center of Applied Research for Nonprofit Organizations where he and other faculty train graduate students in conducting outcome assessments. His research interest is in factors associated with character strengths generally but the strength of hope specifically. He received his PhD in Educational Psychology from Oklahoma State University.

Kathleen Quinton, BS, is a Knee Center Scholar for the Anne and Henry Zarrow School of Social Work at the University of Oklahoma in Tulsa. Currently, she is pursuing a Master of Social Work and Master of Public Administration from the University of Oklahoma in Tulsa, expecting to graduating in May 2017. Kathleen's research interests are in program evaluation, particularly with the use of positive psychology constructs to improve social service delivery to vulnerable populations. Kathleen has experience presenting at multiple research conferences.

A Structural Equation Model of Hope, Life Satisfaction, and Emotional Well-Being as Drivers of Health Related Quality of Life among Homeless Individuals

Ricky T. Munoz, JD, MSW
Chan Hellman, PhD

Among a sample of individuals experiencing homelessness ($N = 275$), this study modeled the relationship between hope, life satisfaction, emotional well-being, and health related quality of life (HRQoL). Specifically, covariance based structural equation modeling (CB-SEM) was used to test a four latent variable path model of hope and life satisfaction as drivers of HRQoL with emotional well-being serving as a mediator. Results indicated that the proposed model best explained the data. The results suggest hope and life satisfaction are important cognitive sets that drive emotional well-being and ultimately more positive perceptions of HRQoL. The study concludes with a discussion of the implications of the results on interventions with individuals facing homelessness and health challenges.

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Locus of Hope: A Model of External Hope in Parents/Guardians as a Driver of Life Satisfaction via Internal Hope

Ricky T. Munoz, JD, MSW
Jody Worley, PhD
Kathleen Quinton, BS

This study sought to test the theory of locus of hope, specifically if external hope in parents/guardians (P/G) is a distinct cognitive set apart from internal hope and life satisfaction, and whether external hope – P/G, if distinct, serves as an antecedent of life satisfaction via internal hope as a mediator. The study employed a cross-sectional survey design of adolescents females ($N = 501$) living in the South Central United States to test if external hope in P/G operates as a unique

latent variable distinct from internal hope and life satisfaction. An exploratory factor analysis (EFA) and a confirmatory factor analysis (CFA) were cross validated sequentially on randomly selected subsamples ($n = 254$; $n = 247$) of the overall sample. Using common fit statistics for Covariance Based Structural Equation Modeling (CB-SEM), the data supported the existence of each as unique factors. A latent variable path model (LVPM) was then evaluated using the validation subsample that modeled external hope – P/G as the exogenous driver of life satisfaction via hope as a mediator. Using common fit statistics, the proposed model exhibited good fit, with results indicating internal hope was a robust mediator between external hope – P/G and life satisfaction. Bootstrap re-sampling confirmed the generalizability of the model, with all parameter estimates proving statistically significant. The overall model was a strong predictor of life satisfaction, accounting for 70% of life satisfaction's variance. The study concludes with implications of the results, particularly the importance of parenting approaches centered on parents serving as external agents promoting their children's goals.

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Dr. Worley is an associate professor in the department of Human Relations at the University of Oklahoma, USA. His research interests are in three distinct but related areas: research methodology, organizational behavior/occupational health (e.g. burnout, work-life integration, work place diversity), and community psychology (e.g. quality of life issues for children and minorities). Go to <http://humanrelations.ou.edu/jody-worley> for a recent list of peer-reviewed journal publications, book chapters, funded research activities, selected technical reports, selected conference presentations, and honors/awards received.

Kathleen Quinton, BS, is a Knee Center Scholar for the Anne and Henry Zarrow School of Social Work at the University of Oklahoma in Tulsa. Currently, she is pursuing a Master of Social Work and Master of Public Administration from the University of Oklahoma in Tulsa, expecting to graduate in May 2017. Kathleen's research interests are in program evaluation, particularly with the use of positive psychology constructs to improve social service delivery to

vulnerable populations. Kathleen has experience presenting at multiple research conferences.

Workshop

Studio 11

What is Success: A Humanistic Perspective for Coaches and Athletes Using Solution Focused Principles

Elaine Cook
Gretchen Kerr

Some believe that humanism is the original positive psychology (Martin, 2001), noting that the last chapter of Maslow's Motivation and Personality was titled, "Toward a Positive Psychology" (Lyons, 2001). As such, approaches that are heavily influenced by the original humanists (Abraham Maslow, Carl Rogers, Frederick Perls, Rollo May and James Bugental; Moss, 2001) including solution-focused coaching (SFC) have strong practical and philosophical commonalities with positive psychology. SFC is a unique, future-focused, goal directed approach that concentrates on a client's strengths, resiliencies and competencies (Trepper, Dolan, McCollum, & Nelson, 2006). There is a growing body of evidence-based SFC emerging in the literature (Visser & Butter, 2008; Grant, 2006; Szabo & Meier, 2009), especially with regard to sport. For example, positive results have been seen with sport psychology (Høigaard & Johansen, 2004), golfer's putting skills (Bell, 2009), and the Chinese national diving team (Zhang, Liu, Franklin, Chen & Kim, in press). The premise of this workshop is based on the understanding that SFC skills can help sport coaches and athletes to be more successful. By helping coaches and others who work with athletes to develop communication behaviours that support and encourage athlete decision-making, athlete/coach collaboration, power sharing, athlete autonomy and self-actualization, the meaning of success shifts toward a noticeably humanistic philosophy, which approaches sport as an expression of the human spirit and is more concerned with the process as a meaningful path of self development (Hill, 2001). Collectively, we will engage in discussion and activities that will help us to co-construct a sport context that seeks a balance between the instrumental and expressive aspects of competition and practice.

Elaine Cook received her B.S.M (Hons), from Brock University and her M.Sc. from the University of Regina. She is currently a doctoral candidate at the University of Toronto studying sport psychology with an emphasis on solution-focused practice in the sport context, in particular, coach learning and behaviour as well as athlete flourishing. Elaine is a CCPC certified Solution-

Focused coach and holds certificates in Solution-Focused counseling and training. Elaine has facilitated workshops in solution-focused practice at conferences in Europe and Canada, and has presented her published research at academic conferences around the world.

In her current role, Kerr has oversight of the development, management and evaluation of the Faculty's undergraduate and graduate degree programs. She was a key leader in the development of the Faculty's new academic plan and is leading the implementation of its innovative teaching and learning initiatives. Kerr's academic research interests are in the areas of harassment and abuse in youth sport; athlete-centred coaching practices; and women in coaching. In addition to her domain-specific research, Kerr has expertise in experiential education and student learning and development. She has also demonstrated excellence in teaching and a strong commitment to service in her Faculty, the University, and the wider community.

Symposium 17: Strengths-Based Resilience: Results from multisite Studies

Studio 12

Strengths-Based Resilience: Results from multisite Studies

Tayyab Rashid
Afroze Anjum

This session present results of Strengths-based Resilience (SBR) a group intervention which helps participants to explore and enhance strengths so that they are better able to deal with stress, sadness and procrastination. Participants learn about their core strengths, such as optimism, love, gratitude, zest and curiosity, and learn skills to boost their resilience and well-being with help from real life narratives, stories, and multi-media illustrations. Results from a large-scale study in which SBR groups were completed at a post-secondary campus, three high schools, and an outpatient hospital based clinic, will be presented. The session will also discuss limitations and implications of the program in terms of its dissemination in a variety of clinical and non-clinical settings.

Tayyab Rashid is a licensed clinical psychologist and researcher at the Health & Wellness Centre, University of Toronto Scarborough (UTSC), Canada. Dr. Rashid's expertise include positive interventions towards personal and professional growth and engagement, resilience, and search for meaning. One of the founding

members of CPPA, Dr. Rashid has trained mental health professionals and educators internationally and has also worked with survivors of 9/11 families, Asian Tsunami and flood relief workers in Pakistan. Published in peer-reviewed journals, an invited keynote speaker, Dr. Rashid's work has also been featured in the Wall Street Journal, Canadian Broadcasting Cooperation and at the TEDx.

Dr. Afroze Anjum is a licensed psychologist and works for the Toronto District School in Ontario, Canada, where she runs positive psychology based group interventions, in addition to conducting psycho-educational assessments. Dr. Anjum received her doctorate in School Psychology from Farleigh Dickinson University, New Jersey and completed her pre-doctoral internship at Newark Public School District in NJ. During her post-doc, Dr. Anjum, worked with Drs. Jane Gillham, Karen Reivich and Seligman at the University of Pennsylvania on Positive Psychology Curriculum. She is a trained facilitator in empirically based Penn Resiliency Project and Positive Psychology for school children and a certified Happiness Coach.

Workshop

Studio 13

A Strengths-Based Leadership Development Approach That's 2 – 3 Times More Effective

Jim Clemmer

Zenger Folkman's evidence-driven, strengths-based leadership approach has been used by more than 75,000 leaders in dozens of leading global organizations since 2002. This work has been documented in four books published by McGraw Hill, dozens of papers, and blogs/articles published in Harvard Business Review and other leading publications.

The Clemmer Group is Zenger Folkman's Canadian partner. As a master facilitator and executive coach, Jim Clemmer has developed nearly 1,000 leaders using this 360 assessment and development process including Alan Harrison, Provost and Vice-Principal (Academic), Queen's University. Alan calls the "assessment and personal development process very effective. Its competency companion development guide provides a clear road map for building on one's leadership strengths. It is measurably superior to any 360 methodology I have previously seen."

Wilfrid Laurier University has developed 170 of its leaders using this process. Melanie Will, Manager of Learning and Organization Development says, "The

strengths-based approach to leadership development is very different and contrary to our long conditioning on gap-based learning and development. Once participants let go of irrelevant weaknesses and focus on what matters most, strengthening strengths, the impact is significant. The biggest difference I have noticed with this program is participants' energy to focus on development planning. When strengths align with passion and organizational need, people are motivated to implement."

This interactive workshop is designed for organization development, executive coaches, HR, and learning professionals. Jim will discuss the research and methodology that makes this much more positive approach to leadership development so effective.

For over three decades Jim Clemmer's keynote presentations, workshops, management team retreats, seven best-selling books translated into many languages, articles, blog, and newsletters have helped hundreds of thousands of people worldwide. Jim was co-founder of The Achieve Group (which became Canada's largest leadership training firm) when they worked with Jack's previous company, Zenger Miller. Jim is recognized as a Certified Training and Development Professional (CTDP) by the Canadian Society for Training and Development. Jim's been Practitioner in Residence for the masters (MAsc) and doctoral (PhD) students in the University of Waterloo's Industrial/Organizational Psychology program.

Workshop

Ballroom A

Positive Art Interventions: Creative Tools Promoting Well-Being

Olena Darewych

This workshop introduces art-based interventions from the field of art therapy which allow clients in the clinical setting to creatively explore the constructs of gratitude, character strengths, flow, spirituality, and sources of life meaning. Art therapy is one expressive therapy modality which utilizes art making in the therapeutic setting to enhance the cognitive, emotional, physical, and social well-being of individuals of all ages who are in search of personal growth and life meaning. A number of positive psychologists also recommend that individuals use images and photographic art to build upon their character strengths and to achieve life meaning (Fredrickson, 2009, Kurtz & Lyubomirsky, 2013; O'Hanlon, 2012). During the experiential component of this workshop, participants will have the opportunity to immerse themselves in their own imaginative processes and to reflect upon their

personal creativity, identity, pathways, and meaning. No artistic experience required for this workshop.

Olena Darewych, PhD, RP, RCAT is a Registered Psychotherapist in Ontario, a Registered Canadian Art Therapist, and an Assistant Professor of Spiritual Care and Psychotherapy at Waterloo Lutheran Seminary part of Wilfrid Laurier University. She completed her PhD in Expressive Therapies at Lesley University and her MA in Marital and Family Therapy with an emphasis in art therapy psychology at Notre Dame de Namur University. She is a past-president of the Canadian Art Therapy Association (CATA).

Symposium 18: Comprendre et favoriser le bien-être de divers groupes de personnes

Ballroom B

La passion de l'enseignement : une dimension du bien-être (ou du mal-être) à prendre en compte dans l'élaboration de l'identité professionnelle des enseignants novices

Nancy Goyette, PhD.

Dans un contexte où la complexité du métier a des conséquences négatives telles que le décrochage professionnel ou la détresse psychologique chez les enseignants (Houlfort et Sauvé, 2010), il n'en reste pas moins que certains d'entre eux réussissent tout de même à rester passionnés malgré les obstacles. Cette passion de l'enseignement, un élément clé du bien-être, peut toutefois constituer un facteur de mal-être si l'enseignant ne la contrôle pas. En se basant sur la théorie dualiste de la passion (Vallerand, 2015), l'objectif de cette communication est de présenter un modèle élaboré par Goyette (2014), qui représente le processus de construction identitaire des enseignants au regard de la passion et cela, dans une temporalité. En effet, deux types de passion (harmonieuse et obsessive) se côtoient durant les trois phases de développement professionnel des enseignants : la formation initiale, l'insertion professionnelle et la formation continue (Mukamurera, 2014). Toutefois, l'analyse de ce processus permet d'affirmer que durant les deux premières phases, les enseignants novices développent davantage une passion obsessive, ce qui peut parfois les conduire à la détresse psychologique. À cet égard, une réflexion sera amorcée sur l'importance de développer des compétences psychologiques chez les enseignants afin d'apprivoiser cette passion de l'enseignement qui a une incidence notable sur leur

bien-être (ou mal-être) au travail et le développement de leur identité professionnelle. Cette présentation constitue les assises conceptuelles d'une recherche en cours sur la question.

Nancy Goyette est professeure en sciences de l'éducation à l'Université du Québec à Trois-Rivières (Campus de Drummondville). Directrice du LADIPE (Laboratoire d'analyse du développement et de l'insertion professionnelle en enseignement), elle s'intéresse particulièrement au bien-être et à la passion en enseignement, à l'identité professionnelle et personnelle des enseignants et aux forces de caractère. Ses recherches actuelles sont axées sur l'impact de dispositifs de formation conscientisant les étudiants en enseignement à leurs forces de caractère et au développement d'outils permettant l'émergence de compétences psychologiques chez les étudiants et les enseignants. Elle travaille également sur le concept de passion en enseignement et le développement de l'identité professionnelle.

Poésie Slam auprès des jeunes membres de gangs de rue

Céline Guindon

Un moyen efficace d'appliquer la psychologie positive en milieu d'intervention

En psychologie positive pour adolescence, Larson (2000) souligne que les adultes doivent continuer à entourer et créer des occasions pour que les adolescents développent leur sens de l'initiative. Cette occasion est créée au Centre jeunesse de Montréal, une institution responsable de la réadaptation des jeunes membres de gangs de rues, qui ont choisi d'observer ce qu'un projet Slam pouvait apporter aux jeunes et aux intervenants y travaillant. La poésie de performance qu'on nomme le Slam a rapidement fleuri dans la sous-culture des jeunes qui a trouvé sa porte d'entrée dans la musique hip-hop. Ayant grandi avec les rythmes de cette musique, ces jeunes ont été encouragés à commencer à écrire et performer leur poésie (Yanofsky, Driel et Kass, 1999.) Le processus de création en trois étapes du Slam viendrait remplir les conditions nécessaires à un engagement et à une motivation soutenue par les jeunes essentiels au développement de l'initiative, soit: prendre des décisions, être soumis aux contraintes et exigences du «vrai monde», comme les règles de la scène, et investir le temps nécessaire au développement d'une performance (Larson, 2000; Pearce et Larson, 2006). De plus, chaque étape mobilise un espace thérapeutique qui permet une diminution de la souffrance psychique (Akhtar, 2000) et offre une ouverture au dialogue avec les intervenants pouvant leur venir en aide. Ce milieu d'intervention passe par

la créativité pour bonifier leur intervention et offre l'occasion à ces jeunes de développer une stratégie d'adaptation qui permet la résolution de problème. « Pièce centrale, mais profondément méconnue du fonctionnement de chaque être humain, la créativité est sollicitée sitôt qu'il s'agit, dans la vie personnelle et professionnelle, de résoudre de nouveaux problèmes ou de s'adapter avec souplesse aux évolutions environnementales» Lubart (2003).

Céline Guindon doctorante en psychologie communautaire et humaniste à l'université du Québec à Montréal (UQAM) a aussi étudié la prévention et la promotion de la santé dans le cadre d'un certificat en toxicomanie à l'Université de Sherbrooke. Ayant été chanteuse professionnelle et professeure de chant auprès des jeunes, sa thèse de doctorat porte sur l'utilisation du Slam (poésie de performance) chez les jeunes membres de gangs de rue au Centre jeunesse de Montréal. Elle travaille comme coordonnatrice de recrutement au CRISE, comme conseillère au programme d'aide à la famille de la Maison Jean-Lapointe et prépare la programmation de Créo-Québec 2016-2017.

Concurrent Session 7

1:15PM-2:15PM

Symposium 19: Insights from Positive Education

Studio 10

Outdoor Education and Strengths-Based Learning – A Perfect Match

Jalynn Bosley
Samantha Dear

This workshop will highlight that a strengths-based approach to outdoor education allows students to deepen their sense of self and amplify their natural talents and strengths. It is aimed at educators who are interested in bettering (or starting) their experiential education program. It will be a lecture style presentation based on the work we are doing with thousands of students annually through ALIVE Outdoors.

We have been using positive psychological concepts to increase the depth and intention of our programs. Our programs are built around the concept of personal leadership. Helping young people develop and define their values and reflect upon their strengths is the underlying goal of our programs. You must learn to lead yourself before leading others.

We use multi-day canoe trips, high-ropes, dog-sledding,

team-building initiative games, other interactive activities and workshops that require communication, trust, cooperation and the exploration of one's strengths.

Not all experiences are educative (Dewy, 1938). To simply engage with a direct experience is not enough. To maximize and solidify learning, students must engage in reflective practices to determine what they can learn from an experience and finally, how they can transfer lessons learned from the experience to future endeavors in their life.

This workshop will highlight why it is imperative that experiential education programs have intentional themes built into each grade level and that themes are consciously threaded into debriefs and activities. We will discuss Kolb's (1984) four-stage learning cycle. As well, we will highlight how positive psychological concepts are highly complementary in outdoor education programs aimed at creating opportunities for personal growth.

Jalynn completed her BPHE degree at Queen's University, and her B.Ed. at the University of Maine. After teaching for the Toronto District School Board for a few years, she moved on and in 2000 founded an outdoor and experiential education company called ALIVE Outdoors Inc. whose mission is right in its name: Adventure, Leadership, Individuality, Values, and Empowerment. ALIVE uses the outdoor classroom to inspire personal growth, self-reliance, courage, cooperation, leadership and self-esteem among young people. Jalynn is a business owner, a teacher and a consultant to several Ontario independent schools. To learn more please visit: www.aliveoutdoors.com

Sam earned her Honours Degree in Outdoor Recreation, Parks and Tourism and BA in Geography from Lakehead University. Following volunteer and travel experiences in Haiti, Southern China and Tibet she became increasingly interested in issues related to international development. To fuel this interest Sam returned to school to earn a post-graduate certificate in International Project Management from Humber College in Toronto. She went on to complete her Masters through Brock University. Her thesis was entitled "Exploring Reciprocity in International Service Learning Programs. Sam has been running ALIVE Outdoors Inc. as an Associate Director for the last 4 years.

Where Do I Begin? Starting a middle school guidance program from scratch

Ms. Jen Vincent

Montcrest School, a JK to 8 co-educational school in downtown Toronto face the same issues and concerns that all schools filled with tech-savvy students in an all-too-connected-world experience. Our middle school students needed time to talk through their daily experience, pause, appreciate each other and enrich our shared community. As adults, we intentionally sought out the time for important conversations with the students in our care. We thought finding the time to appreciate each other's unique gifts and celebrate our strengths, however, increasingly was proving a challenge.

All middle schools have sophisticated, mature students who bring outside weekend experience into the daily workings of their school life, and innocent bystanders who are swept away with the social flotsam with little to cling to. All students need to listen to each others' experiences to hear they are not alone. The time needs to be built into our timetable to accommodate the growing need to breathe and talk through how we are all doing. Using character strengths to access each other to appreciate what the others bring to the table is one way we direct conversations.

In this session, Jennifer will share some of the way that she seamlessly embedded strengths-based resiliency into her middle school homeroom and English classroom. This session will share ideas on how to use various parts of the strengths education to mine videos, literature, photography, and poetry to integrate an authentic experience that develops into daily language, which the students communicate with each other and with the adults in their community.

Jennifer Vincent teaches middle school guidance and instrumental music at Montcrest School, a co-educational JK-8 independent school in Toronto. She has been teaching for 23 years, both in the public and independent systems in Atlantic Canada and Ontario. As an instrumental music teacher at all levels of education, as well as a middle school English, guidance, and homeroom teacher, Jen is an enthusiastic supporter of a strengths-based curriculum. A member of the Canadian Positive Psychology Association, Jen studied implementation and application of character strengths with Dr. Ryan Niemec from the VIA Institute on Character. She also completed an intensive coaching course on applied positive psychology with Dr. Robert Biswas-Diener in Portland, Oregon in 2015. Jen continues to be a member of the Character Education Mastermind Group of Positive Psychology in Toronto.

Opening up the Door to Positive Writing

Kathryn Britton

Writing is a wonderful way to bring positive psychology to the world. Whether we want to write books, blogs, articles, proposals, or dissertations, being able to convey clear messages that are rooted in research but alive with story helps us reach a broader audience than the people we see face to face.

Many of us run into immense road blocks as we try to write. Sometimes we sit with a blank piece of paper and no words come. Sometimes we fail to sit down at all. Sometimes we fear that we don't have anything new to say. Some of us hear disparaging voices from the past telling us that we can't write.

Come learn about approaches that help people liberate their voices, including positive writers' workshops that bring people together to work on writing skills. The highly structured process is based on growth mindsets, positive relationships, and effective feedback. As authors, participants build skill and confidence that help them reach wider audiences. Many are surprised by the benefits they receive from being reviewers. Skills grow from practice and paying attention. Reviewers enhance their ability to give effective feedback, but they also grow their own writing skills by paying close attention to their own and other people's writing.

The writers' workshop process described by Richard Gabriel strongly leverages the strengths focus espoused by many positive psychology researchers and upward goal regulation following positive feedback (Seo & Remus, 2009). The approach is also based on work by Laura King and James Pennebaker work on the contribution of writing to well-being.

After a 30-year career as a software engineer, Kathryn Britton earned her MAPP degree in 2006, became a business coach, and started teaching a graduate course called Managing Project Teams at the University of Maryland, helping engineers learn management skills such as giving effective feedback. She has published four books and written articles for Positive Psychology News Daily, where she has edited more than 1200 articles. She is now a writing coach for aspiring authors and has facilitated more than 130 writers' workshop sessions that have reviewed book and dissertation chapters, articles, short stories, academic papers, and web copy.

Symposium 20: Positive Psychology at Work

Studio 11

A Grateful Workplace: The Benefits of Practicing Gratitude at Work

Vanessa M. Buote

Research finds that gratitude supports human flourishing, social relationships and positive mood (e.g., Wood, Froh & Geraghty, 2010). Less work however has focused on how gratitude stimulates workplace well-being, and it is unclear whether workplace gratitude is distinct from more general forms of gratitude explored in past research.

Research has found that gratitude is not central to many workplaces; approximately one third of people never thank their boss or their co-workers (Simon-Thomas & Smith, 2013). However, given the impact of practicing general forms of gratitude (listing items) on life satisfaction and general well-being (Wood et al., 2010), we hypothesized that practicing workplace gratitude would lead to positive outcomes at work. We also hypothesized a distinction between workplace gratitude and general (i.e., non-work) gratitude, such that greater benefits would be derived from expressing workplace gratitude as compared to general gratitude. Results indicated that practicing workplace gratitude increased participants' appreciating for their job, sense of community, job satisfaction and future job satisfaction significantly more than general gratitude. These findings suggest that workplace and general gratitude are distinct constructs with different effects. In a second study, we explored the outcomes associated with being grateful for various aspects of the workplace, hypothesizing that a focus on external rewards would contribute to less positive experiences in the workplace. Results revealed that expressing gratitude for managers, co-workers and culture contributes positively to job satisfaction and engagement, whereas an emphasis on pay and perks contributed negatively. Results are discussed in terms of best practices for fostering gratitude at work.

Vanessa Buote holds a PhD in Social Psychology from Wilfrid Laurier University. She currently works at PlasticityLabs, a company focused on using positive psychology to support leaders in building happy, highly engaged teams. Partnering with researchers at Wilfrid Laurier University, she conducts both experimental and applied research centered primarily on workplace gratitude, engagement and performance. She also works closely with companies to help them apply principles and findings from positive psychology to their workplace to improve employee morale, company

culture and workplace engagement. Her work has been featured in national news outlets and popular media.

An Ecological Perspective on the Lifecycle of Trust in Leadership

Benjamin Kutsyuruba
Dr. Keith D. Walker

As we interact with leaders about the social and relational dynamics of their life-worlds, we are struck by the ebb and flow patterns, the comings and goings, the seasons, the crises and calms, the times when relationships seem seamless and taken-for-granted and the times when relationships demand full attention. It seems to us, that establishing, sustaining, and fostering trust are imperative activities for organizational leaders and that cognizance of the fundamental importance of trust is essential for their moral agency and ethical decision-making. In this paper, we use the ecological perspective to uncover the dynamics of the lifecycle of trust as evident from extant literature. Upon describing the role of trust in leadership and moral agency, we outline the importance of trust in organizations and describe its fragile nature. Furthermore, we review the pertinent literature with respect to lifecycle stages (most often overlapping and without any set boundaries) of establishing, maintaining, sustaining, breaking, and restoring trust in organizational settings.

Benjamin is an Associate Professor in Educational Policy Studies with Expertise in Legal Issues in Education, Educational Policy and Leadership at the Faculty of Education, Queen's University. His research interests include educational policymaking; educational leadership; mentorship and development of teachers; trust, moral agency, and ethical decision-making in education; well being and school climate; transnationalization of higher education; school safety and discipline; and, educational change, reform, and restructuring. His areas of teaching are educational leadership, school law and policy, educational policy studies, and policymaking in education.

Dr. Walker is a Professor of Educational Administration and Johnson-Shoyama Graduate School of Public Policy at the University of Saskatchewan in Canada. His recognized areas of work include educational governance and policy making; leadership philosophies and practices, community and interpersonal relations, organizational development and capacity-building, and applied and professional ethics. He brings over thirty-five years of experience as a manager, teacher, minister, leader, scholar, and educational administrator in public and social sectors. His formal education has been in the disciplines of physical education, sports administration, theology, education, educational

administration, and philosophy.

Beyond the SMILE: Improving customer experience through increasing employee engagement.

Mandy Dorans

In our home healthcare business we are looking to move beyond “customer service with a smile” and create a sustainable framework to both positively impact customer experience and improve employee engagement. Engaged employees are involved, enthusiastic, and strong brand ambassadors to an organization’s clientele. (IPPA, 2013)

Crabb's three year analysis of employee engagement shows that one of the primary drivers for employee engagement in organizations is the deployment of character strengths (2011).

Martin Seligman's research reports stronger relationships, more engagement at work, and greater life balance in individuals who know and exercise their character strengths. Littman-Ovadia and Steger's research (2010) echoes that it is important for workers to both endorse and deploy these strengths at work. Based on these principles we have devised a three step program to introduce character strength training to a focus group of 20 customer service staff in a large scale home health care business.

The three step program includes:

1. Knowing your Strengths: the customer service staff engage in top strength reflection exercises and complete the V.I.A. character strength assessment.
2. Using your Strengths: With heightened awareness of individual strengths staff are encouraged to utilize their unique strengths to influence the customer's experience. One on one coaching sessions offered to foster the use of strengths in the context of their role. Staff are empowered to identify ways in which they can autonomously engage the client. (our training sessions speak to the benefits of this autonomy in mitigating compassion fatigue, a condition common to our industry)
3. Sharing your Strengths: the program includes introducing weekly team huddles to share the learning from strength based client engagements, and recognition and reward programming at team, managerial and organizational levels. This step leans into the Barbara Frederickson's broaden and build theory, and Haidt's findings on 'elevation', in his work on the third dimension of social cognition. The intention is for the emotion of elevation to inspire other team members to elevate their customer interactions.

Mandy Dorans is a learning and development specialist for a large Canadian home healthcare provider. She is a certified professional co-active coach, with a certification in Dr. Greg Evans' applied positive psychology program; she uses these skill sets to provide a unique perspective to her home healthcare clients, their families, and their clinical professionals. Mandy looks for ways to infuse positive psychology, emotional intelligence, and mindfulness into the corporate culture to improve both employee and customer experience. Her aim is to move the needle with respect to addressing healthcare from an holistic perspective.

Narrative career management framework for coaching and education increases Psychological Capital

Mark Franklin

Jo Petite

Employing 21st century career management skills is essential for bridging the gap between gaining experience or education, and then reflecting meaningfully on those stories to successfully apply learning in the real world. But how do we integrate contemporary narrative methods to help our clients design a life of purpose, navigate increasingly frequent transitions, and develop their careers for the future? Narrative methods and tools are being embraced enthusiastically and have been shown to increase psychological capital, that is, hope, efficacy, resilience and optimism, or HERO, in published studies. Learn how the CareerCycles/One Life Tools framework has been productively embedded in a University of Toronto for-credit career management course & a college transition program, in one-on-one coaching practice, and in corporate leadership engagement. Specific examples will be shared through stories and supported with evidence.

Franklin,M., Yanar,B., Feller,R. (2015). Narrative method of practice increases curiosity & exploration, psychological capital, and personal growth leading to career clarity: A retrospective outcome-study. Canadian Journal of Career Development 14(2)

Franklin,M. (2014). CareerCycles: A Holistic and Narrative Method of Practice. In B.C.Shepard, P.S.Mani (Eds.), Career Development Practice in Canada: Perspectives, Principles, and Professionalism (pp. 441-463). Toronto: CERIC.

Zikic,J., Franklin,M. (2010). Enriching careers & lives: Introducing a positive, holistic, and narrative career counselling method that bridges theory and practice. Journal of Employment Counseling, 47, 180-189.

Mark Franklin, MEd, CMF, CCC, is practice leader of CareerCycles, and co-founder of One Life Tools. He and an amazing team of associates have enriched the career well-being of 4,000+ clients. Mark was the recipient of the Stu Conger Leadership Award for Career Development in 2015. He developed the CareerCycles method of practice, co-authored the Who You Are Matters! game and several peer-reviewed journal articles and book chapters. Mark presents nationally and internationally, worked as career counsellor at two of Canada's largest universities, and hosts the Career Buzz radio show, after a first career in engineering. Jo Petite (MSW, RSW) is an educator, social worker and program co-ordinator for the Transitions to Post-Secondary Education program at George Brown College in Toronto. She develops and teaches curriculum designed to support marginalized adult learners to articulate and access their educational and career goals through self-determined, well-informed decision-making. Her work is informed by the values of anti-oppression and social justice.

Workshop

Studio 13

Bringing Strengths to Life in Organisations

Sue Langley

The science of strengths is increasingly attractive to coaches and organisational practitioners, spurred by the growing body of scholarly and popular books, research, interventions and assessment methodology. Studies show people who use their strengths experience greater psychological and subjective wellbeing, vitality and self-efficacy, less stress and more goal attainment. At work, strengths use is associated with performance, satisfaction and engagement.

Sue Langley will highlight emerging research and strengths approaches, drawing on her expertise as a Master Trainer in R2 Strengths Profiler and experience building strength-based cultures in global organisations. She will explore strengths in depth, highlighting three dimensions—performance, use and energy—now seen as vital to a nuanced understanding, application and development of strengths. Through activities such as Strengths Spotting and Strengths Cards, Sue will move participants beyond simple “identify and use” approaches, opening up rich opportunities for learning and growth. These techniques can be applied with individuals and groups and adopted at all levels of the organisation for a multiplier effect.

Participants will compare strengths tools and explore how to use them to bring strengths to life in fun and practical ways in the workplace. The session will also explore strengths-based approaches to talent and performance management and how to ensure success in strengths initiatives. Coaches, trainers and organisational practitioners alike will walk away with tangible, inspiring and simple tools to enable people and organisations to flourish and be the best they can be.

Sue Langley is a speaker, master trainer and researcher who inspires people to apply positive psychology, emotional intelligence and neuroscience to become the best they can be. CEO of Langley Group, she is the leading advisor in Australia on the practical workplace application of these fields. She consults to global organisations and regularly presents her research and work internationally, including the 2nd Canadian Conference on Positive Psychology. A master trainer in R2 Strengths Profiler and several emotional intelligence and neuroscience assessment tools, she designed the first government-accredited Diploma of Positive Psychology and Wellbeing, and is a Director of Wellbeing Australia.

Symposium 21: Positive Body Image

Ballroom A

Body confidence: Girls want support, guys want to show off

Kimberley L. Gammage
Larkin Lamarche

Positive body image is not simply the polar opposite of negative body image – a person can experience both negative and positive body image. The present study compared findings from two qualitative studies – one with women and one with men. Both studies sought to identify situations in which participants felt comfortable or confident about their bodies and explored contextual factors of such situations. Interviews were conducted with 23 women and 20 men, aged 18 to 26 years, attending a south-western Ontario university. A theoretical thematic analysis was undertaken to identify, code, and report themes. Women generally found it difficult to pinpoint specific comfortable situations and responses in those situations. Situations typically were general, everyday situations in addition to the gym. Comfortable situations were characterized by the presence of supportive others and feelings of general calmness and lowered body awareness or self-presentational concerns. By contrast, men found it easy to identify specific situations in which they felt comfortable

or confident about their bodies. The most common situation reported was the gym/working out or playing sports. The opportunity for social comparison and wearing physique-salient clothing characterized such situations for men. Responses included general feelings of a confidence boost and comparison-and achievement-related thoughts (i.e., feeling fitter than others and a sense of satisfaction). Discussion of why gender differences exist and how to apply findings to foster body appreciation will be outlined.

Dr. Kimberley Gammage, PhD, Associate Professor, Brock University, Department of Kinesiology. My research investigates two main areas: body image and self-presentational concerns across the lifespan, and social-cognitive factors related to exercise behaviour. I am interested in how we can reduce body image concerns in exercise settings, promote the development of positive body image in men and women, and improve confidence and self-perceptions through physical activity. I am the Director of the Brock SeniorFit exercise program, designed specifically for older adults to enhance physical, psychological, and social well-being.

Larkin Lamarche, PhD, Research Coordinator, Part-time Assistant Professor, McMaster University, Department of Family Medicine. I am a researcher with expertise in body image, fitness and function and experience using mixed-methods research designs. I coordinate a research program (Health TAPESTRY: Health Teams Advancing Patient Experiences: Strengthening Quality). This initiative aims to improve how primary care is delivered in Canada and foster a truly person-centred approach through the use of trained community volunteers, technology, system navigation/interprofessional health teams, and community engagement. I also work with research teams using a similar approach in British Columbia, Sturgeon Lake First Nations, and Montreal.

Differences between Iranian adolescent girls with high and low level of Subjective Well-Being

Naghmeh Taghva

Subjective Well-Being is multidimensional and refers to emotional and cognitive experiences of life. While adolescence is an important transitional stage for girls' development that impacts their mental health, a few studies have so far addressed the issue of subjective Well-Being in adolescent girls. The purpose of this study was to investigate the differences between adolescent girls with high and low levels of subjective Well-Being. Intensity sampling method was used for data gathering. In-depth interview (n=10), narrative writing (n=32), and incomplete sentences (n=37) were

conducted in various socio-economical levels (high, middle, and low) of Iranian adolescent girls. Also, overall life satisfaction and subjective happiness were measured in self-reports of adolescent girls as key informants. Other informants such as friends, mothers and teachers were interviewed as well. Data analysis was done in a six step thematic analysis (Braun & Clarke, 2006) while components of trustworthiness in qualitative research were under consideration during the process. The results revealed that adolescent girls with high and low subjective Well-Being are different in five themes including emotional competence, power of ego, personal meaning taking, perceived social support and emotional relationships, as well as their approach to encounter difficulties. Each theme has sub themes which were discussed in low and high subjective Well-Being groups based on cultural, developmental and gender differences. This finding would be helpful to understand phenomenological world of Iranian adolescent girls and to design psycho educational programs aimed to enhance their Well-Being.

Positive Psychology is my main interest and approach in research and professional experience. I have two Bachelors in clinical psychology and microbiology .My Master and Ph.D. thesis were in the field of Positive Psychology. In 2013 I have been selected as the regional student representatives of IPPA in Iran. Since then I have hold a series of academic lectures at major Iranian universities and a series of TV programs to introduce positive psychology for public. I have been counseling and teaching at Tehran University of Medical Sciences, Iranian ministry of education, and centers for treatment of Autism and Cancer.

Positive emotions facilitated by body appreciation at any body size

Lindsay Cline
Dr. Kimberley Gammage

Body image research, which falls within exercise and health psychology, has seen a shift from pathology-driven approaches to reduce negative body image (e.g., body dissatisfaction) to helping individuals develop positive body image characteristics (e.g., body appreciation). Just as the absence of illness does not equate to health, positive body image is not merely low levels of negative body image; it involves its own unique characteristics. The present study focused on positive social interactions, in the form of positive appearance-related commentary (i.e., compliments), and their ability to potentially foster positive body image emotions in women on different weight trajectories (i.e., losing, gaining, or maintaining weight). Thus, the purpose of the present study was to investigate the relationships between body weight trajectory, positive appearance-related commentary

and positive body image characteristics. Participants ($N = 104$) were young adult women with body mass index scores ranging from 17.80-40.80 who completed a questionnaire package that measured demographic information, body appreciation, positive appearance-related commentary and body image coping. A bootstrapping mediation analysis was conducted at a 95% confidence interval for 1000 samples. Our path analysis results showed higher levels of body appreciation indirectly mediated two pathways; positive rational acceptance coping and frequency of positive appearance-related commentary predicted a more positive effect felt from appearance compliments for women of all weight trajectories. Thus, it appears body appreciation may act as a protective mechanism and may even facilitate a positive feeling from an appearance compliment to ultimately flourish at any body size.

Lindsay is a 4th year PhD Candidate from Brock University completing her degree in Behavioural and Population Health. As a recipient of the SSHRC-Doctoral Joseph-Armand Bombardier Canadian Graduate Scholarship, she has had the opportunity to explore factors that foster positive body image. Lindsay's research works to promote body appreciation and positively influence health behaviours and overall well-being. She is hopeful that her dissertation research program will help encourage individuals, especially women who may have struggled with weight preoccupation in their past, to work towards living meaningful and fulfilling lives through the tenets of the Health at Every Size® paradigm.

Dr. Gammage's research interests are in the area of exercise psychology, body image, and self-presentation. This includes investigating the impact of body image and self-presentation on psychological states and health behaviours across the lifespan.

Symposium 22: Interventions novatrices en psychologie positive

Ballroom B

L'intégration de la psychologie positive dans le domaine agricole

Nathalie Tanguay, agr., coach, M.Sc.

Au Québec, le domaine agricole compte parmi les taux les plus élevés de détresse psychologique (Lafleur 2006). Le phénomène est devenu mondial (Lafleur, 2010). Les facteurs de stress sont nombreux : facteurs financiers, obligations environnementales, charge de travail, difficulté à trouver de la main d'œuvre,

manque de reconnaissance sociale. Chaque petit geste compte pour améliorer cette situation. En tant qu'agronome, j'œuvre dans le domaine agricole depuis plus de 20 ans. Depuis près de trois ans, j'offre auprès de cette clientèle du coaching en psychologie positive et en développement organisationnel. Dans cette présentation, je dresserai un portrait global des trucs et concepts simples de la psychologie positive que je transfère dans mes conférences et ateliers. Au sujet de mes interventions de coaching d'équipes et d'individus, j'expliquerai comment mon approche en psychologie positive fait une différence sur cette clientèle vulnérable.

Plus précisément, je présenterai des exemples d'images et de mots que j'utilise dans mes conférences et ateliers, et qui parlent aux gens du domaine agricole. Au sujet de l'application du coaching en psychologie positive, je présenterai comment je travaille en complémentarité avec les professionnels de la santé qui interviennent auprès de mes clients agricoles vivant de la détresse. Pour terminer, je ferai part de témoignages de producteurs agricoles pour qui mes conférences, ateliers et coaching en psychologie positive ont fait une différence marquante par des prises de conscience qui les ont mis en action pour modifier des choses essentielles à leur équilibre de vie dans leur entreprise. En bref, cette présentation apporte des exemples concrets de la psychologie positive appliquée en milieu de travail agricole, en amont et en aval de la détresse psychologique, et qui peuvent être appliqués dans d'autres domaines d'intervention.

Nathalie Tanguay, agr., coach, M.Sc. en développement des organisations, membre de la Fédération Internationale de Coaching (ICF), possède une certification de coach en psychologie positive auprès de Positive Acorn et de nombreuses autres formations auprès de Mentorcoach. Elle combine le développement organisationnel et le coaching en psychologie positive pour l'Équilibre en entreprise, en particulier les entreprises agricoles, en misant sur une vision claire, des relations positives et le bien-être au travail.

Comment enseigner et promouvoir la psychologie positive de ‘deuxième vague’ ? Pistes émergeant d’un atelier de promotion du bien-être offert à Montréal

Martin Benny
Jean-François Villeneuve
Simon Coulombe

La psychologie positive a été critiquée pour son insistance sur les expériences positives, négligeant les difficultés, les émotions désagréables et la détresse qui font partie de l'existence. Des chercheurs ont récemment publié leurs visions pour une psychologie positive 2.0 (Wong, 2011) ou de deuxième vague (Ivtzan et al., 2015) proposant que l'adversité peut contribuer à des effets positifs comme la croissance, le sens à la vie et la transformation de soi. On soulève des questionnements sur les interventions insistant sur le positif (par ex., bonheur, optimisme, gratitude, forces) qui, par l'évitement de pensées ou émotions désagréables, pourraient favoriser une rigidité psychologique néfaste (voir Kashdan & Rottenberg, 2010). En plus d'intervenir pour soutenir les personnes dans leur quête du bonheur, comment pouvons-nous les aider à devenir des êtres complets (whole) (Kashdan & Biswas-Diener, 2014) en accueillant la gamme complète de leurs émotions ? Cette présentation vise à présenter des pistes de réponse à cette question, à partir du développement et de l'évaluation d'un atelier pour grand public (Villeneuve & Benny, 2014). Organisées autour du modèle PERMA (Seligman, 2011), les 5 rencontres visent à cultiver le bien-être : émotions positives, engagement, vie signifiante, relations harmonieuses et accomplissements. Chaque rencontre inclut du contenu théorique et des activités expérientielles. Le programme a été implanté à 3 reprises. À travers un processus d'amélioration continu, la vision du bien-être sous-jacente au programme est devenue de plus en plus équilibrée : l'autocompassion (Neff, 2003), la flexibilité psychologique (Kashdan & Rottenberg, 2010), la pleine conscience sans méditation (Harris, 2009) et l'état d'esprit axé sur la croissance (Dweck, 2006) sont intégrés comme facteurs vers la complétude. La rétroaction des participants suggère qu'ils sont satisfaits de l'atelier. Une démarche d'évaluation est en préparation. Des mesures de construits reliés à la complétude seront utilisées à des fins évaluatives et pédagogiques. Nous discuterons les embûches et facilitateurs à l'enseignement et la promotion d'une vision complète du bien-être.

Martin Benny, Ph.D., est professeur de psychologie au Collège Montmorency et il a enseigné la prévention et la promotion de la santé à l'Université de Montréal. Il cherche à faire mieux connaître des conceptions nouvelles et bien appuyées par la recherche notamment par la création et l'enseignement d'un nouveau cours. D'ailleurs, il est l'auteur d'un chapitre sur la santé psychologique, le bien-être et le bonheur dans le manuel collégial et universitaire « Santé mentale et psychopathologie : Une approche biopsychosociale » (2016).

En tant que psychologue clinicien, Jean-François Villeneuve accompagne des clients souffrant

de différentes psychopathologies. De plus, il se spécialise dans la modification des habitudes de vie. Depuis plus de 15 ans, il anime des programmes auprès d'étudiants universitaires visant l'intégration d'habitudes favorisant l'équilibre de vie et la réussite. Il est aussi conférencier en entreprise sur des thèmes reliés à la santé psychologique.

Simon Coulombe termine son parcours doctoral, à la convergence de la psychologie positive, communautaire et de l'environnement. Il s'intéresse aux processus par lesquels des personnes confrontées à des situations d'adversité ou de stigmatisation (comme des difficultés de santé mentale ou physique) peuvent prendre du pouvoir sur leur vie, réaliser leurs projets personnels et actualiser leurs forces. Ses travaux visent des retombées en termes de développement et d'évaluation d'interventions de soutien centrées sur la personne et d'aménagement d'environnements favorables au bien-être.

Le projet Korsa: vivre le stress autrement.

Simon Grégoire

Lise Lachance

Thérèse Bouffard

Lysa-Marie Hontoy

Laurence De Mondehare

Près du tiers des étudiants postsecondaires canadiens souffrent de détresse psychologique et éprouvent des problèmes de stress, d'anxiété ou d'épuisement, lesquels minent à la fois leur bien-être et leur réussite scolaire. Depuis 2013, des ateliers inspirés de l'approche d'acceptation et d'engagement (les ateliers KORSA : www.korsa.uqam.ca) sont offerts aux étudiants de cinq universités et de sept cégeps dans la province de Québec. Les ateliers KORSA visent à promouvoir la santé psychologique des étudiants en activant les six leviers d'intervention suivants : a) l'acceptation (aider l'étudiant à accepter plutôt que contrôler ses émotions et réduire les comportements d'évitement), b) la défusion cognitive (lui enseigner à se distancer de ses pensées sans pour autant chercher à les changer), c) la présence attentive (l'amener à porter attention à son expérience [interne et externe], telle qu'elle se déploie dans l'instant présent, sans jugement), d) le changement de perspective (l'aider à développer une perspective différente par rapport à ses difficultés), e) les valeurs (lui permettre de clarifier les valeurs importantes pour lui) et f) l'action fonctionnelle (l'inciter à s'engager dans des actions congruentes avec ses valeurs). Dans cette conférence, les résultats de deux études seront présentés, lesquelles ont été menées à l'aide d'un devis répliqué inversé. Pris dans leur ensemble, ces résultats montrent que les ateliers KORSA ont un effet positif significatif sur l'engagement

scolaire, en plus de réduire le stress, l'anxiété et l'épuisement des étudiants. En outre, ils suggèrent que de tels effets sont médiatisés par la souplesse psychologique dont font preuve les étudiants. Lorsque ceux-ci apprennent à observer et décrire leurs expériences internes, agir avec vigilance plutôt que par automatisme, suspendre leurs jugements critiques à l'égard de ce qu'ils ressentent ou pensent, clarifier leurs valeurs et agir de manière à faire vivre celles-ci, ils parviennent à maintenir une meilleure santé psychologique.

Monsieur Simon Grégoire est psychologue, professeur au département d'éducation et pédagogie de l'Université du Québec à Montréal et directeur du Groupe de recherche et d'intervention sur la présence attentive (www.gripa.uqam.ca). Les travaux de recherche qu'il mène visent notamment à développer des programmes d'intervention basés sur la présence attentive (mindfulness) destinés aux milieux scolaires et organisationnels et évaluer l'efficacité de ces programmes.

Concurrent Session 8

3:15PM-4:15PM

Symposium 23: Second Wave Positive Psychology

Studio 10

How to teach and promote ‘Second Wave Positive Psychology’ principles? Insights from a well-being promotion workshop in Montreal

Simon Coulombe

Martin Benny

Jean-François Villeneuve

Positive psychology has been criticized for being focused on the positive side of life, neglecting the hardship and distress that are part of being human. Researchers have recently proposed their visions for a Positive Psychology 2.0 (Wong, 2011) or 2nd Wave Positive Psychology (Ivtzan et al., 2015) that would recognize that aspects of positive functioning, such as growth, meaning and transformation, may arise from being confronted with adversity. This challenges existing interventions that predominantly concern positive activities and the pursuit of happiness (e.g., Layous et al., 2015). Rather than just supporting people in becoming more happy, how can we best help them becoming whole (Kashdan & Biswas-Diener, 2014), and embracing their complete set

of emotions? This presentation aims to provide insights on this question, based on our experience with the development and evaluation of a workshop (Villeneuve & Benny, 2014) for the general public. Organized around Seligman's (2011) PERMA model, this 5-session workshop aims to cultivate well-being : positive emotions, engagement, meaningful life, harmonious relationships and accomplishments. Each session includes theoretical content and experiential activities. The program has been implemented 3 times. Through upgrades performed between iterations of the program, its perspective has become increasingly balanced: self-compassion (Neff, 2003), psychological flexibility (Kashdan & Rottenberg, 2010), mindfulness without meditation (Harris, 2009), resilience through strengths use (Wood et al., 2011), and growth mindset (Dweck, 2006) are now integrated as factors that promote wholeness in addition to happiness. Feedback from participants suggests their satisfaction. An evaluation process is being prepared. Measures of constructs related to wholeness will be used for both evaluation and pedagogical purposes. We will discuss difficulties and successes associated with teaching and promoting a balanced approach to well-being.

Simon Coulombe is completing a PhD in community psychology. He is interested in understanding better how we can support communities and their members so that they can flourish, use and develop their strengths and achieve their personal projects.

Martin Benny, PhD, is a professor in psychology at Collège Montmorency, Québec, and has also taught health promotion at the University of Montreal.

Jean-François Villeneuve, MPs, is a psychologist specialized in behavior modification and a workplace speaker on issues related to psychological well-being and mental health.

Development of Positive Psychology: Contributions from Traditional Psychological Disciplines

Weiting Ng

Application of theories and findings from traditional psychological disciplines (e.g., evolutionary, cultural, social, and personality psychology) has contributed to the field of positive psychology (PP). Studies showing that negative emotions (NE) have utilitarian benefits in certain contexts have modified the evolutionary perspective that NE hinder the goal of building positive experiences. Experiencing emotions that are useful in certain contexts improves well-being, regardless of the emotions' valence. PP now recognizes the pitfalls of excessive positive emotions and happiness and how NE contribute to optimal functioning. The

cultural approach highlights differences in Western vs. Eastern conceptualizations of well-being, and illuminates that the benefits of positive emotions, detrimental effects of NE, and applications of PP are not universal. Cultural processes moderate the utility and value of well-being. Social theories illustrate the social processes that impact the effects of well-being correlates and how evaluative judgments influence well-being. Finally, personality theories explain how individual differences in well-being may result from differences in the utility of well-being and ways of attaining optimal functioning.

Shifting away from its initial formulation of tackling the negative by strengthening the positive, newer developments in PP now elucidate how human flourishing encapsulates the negative and why the study of PP should incorporate the individual, social context, and culture. Increased awareness that PP has been strongly influenced by Western notions of well-being and thus lacks measures that reflect Eastern notions of well-being paves the way for developing a PP field that considers how well-being is viewed and attained in different cultures.

Weiting Ng is a Senior Lecturer in the School of Arts and Social Sciences, SIM University (UniSIM). She manages the Psychology Programme and teaches Positive Psychology at UniSIM. Dr Ng obtained her B.S (Civil Engineering) and B.A. (Psychology) from Cornell University, and her Ph.D. in Psychology from the University of Illinois at Urbana-Champaign. Her research interests include emotion regulation, personality differences, and subjective well-being. She has published book chapters and journal articles on these topics, in journals such as Journal of Personality and Social Psychology, Journal of Research in Personality, Journal of Positive Psychology, and Journal of Happiness Studies.

The criticality of matched-expectancy and motivation placebo conditions in positive psychology interventions.

Ekaterina Pogrebtssova

Callie Hill

Gloria González-Morales

Lyubomirsky and Layous' (2013) meta-analysis warns that various non-specific factors (e.g. intrinsic motivation, expectancy for improvement) are key moderators of positive psychology intervention effectiveness. However, in intervention research it is often unclear whether participants truly experience equivalent non-specific factors across placebo and experimental conditions and to what extent this may be driving improvements (Boot et al., 2013). The target of this investigation was to rigorously examine whether

a novel multicomponent intervention can promote mental wellbeing in a field setting, while equalizing and measuring a host of non-specific factors across blinded conditions.

This self-administered “Mental Wellbeing Toolkit” provided participants with brief 5-minute audio to practice their choice of mindfulness, savouring, and positive reappraisal exercises. These were compared to placebo exercises of breathing focus, distant memory reflection, and recent memory recall. All participants chose which tools to use depending on their needs and preferences over 10 days of practice in a randomized controlled trial using a diary methodology for data collection. Multilevel growth modelling results from a sample of 121 University students show that all groups reported similar non-specific factors (e.g. enjoyment, researcher support) and incrementally declined in stress and negative affect over the two weeks. Compared to placebo, the Mental Wellbeing Toolkit led to lowered daily stress but no differences in negative affect. The presentation will delve into richer qualitative results of participant experiences to better understand placebo effects. Suggestions for positive psychology interventions to work with instead of against extant placebo effects will be discussed.

Ekaterina Pogrebtssova, B.A., is a consultant for Organization and Management Solutions. She is also a Graduate researcher at the University of Guelph working in Dr. M. Gloria González-Morales’ innovative Occupational Health and Positive Psychology Lab. She is currently exploring how individuals can promote mental well-being with simple, brief and self-practiced emotion regulation interventions integrated into daily activities. Ekaterina has delivered a host of successful evidence-based solutions to Canadian organizations and Universities to promote employee and student engagement, performance and well-being.

Callie Hill is a student researcher from the University of Guelph with expertise in positive psychology, research methods, occupational health and criminology. Callie is a research assistant at Dr. M. Gloria González-Morales’ Occupational Health and Positive Psychology Lab at the University of Guelph. She has previous experience working for the government of Canada and for student mentoring services at the University of Guelph.

Dr. M. Gloria González-Morales is an Associate Professor in the Department of Psychology at the University of Guelph. Among other projects, she is currently developing research with an international team of researchers on positive psychology interventions using diary designs. Her research published in outlets such as the Journal of Applied Psychology, Journal of Organizational Behavior, Journal of Occupational Health Psychology, aims to provide

empirical evidence guiding the effective management of occupational health issues in organizations.

Workshop

Studio 11

Application of Positive Organizational Development in a University Setting: Understanding the long term impact of Asset-Based Approaches to Building Leadership Capacity

Julie Stockton

Maura Da Cruz

New developments in Positive Organizational Scholarship are starting to shatter the boundaries of our more traditional understanding of how leaders learn and develop in organizational settings, helping us examine and leverage the positive aspects at play in a learning environment (Cameron and Caza, 2004). Building leadership capacity has often been associated with addressing weaknesses, deficits and gaps in order to prepare the leader to think critically, assume greater responsibility and exercise leadership. Within the complexity of the modern organization, leaders are less able to exercise a hierarchical ‘chain of command’, while the ability to build strong relationships, and an engaged workforce are tested constantly by conflicting pressures. Research shows that people working from their strengths regularly are more productive and engaged, healthier, and more able to foster and maintain high quality relationships (Buckingham, 2011; Cameron, Dutton and Quinn, 2003; Seligman, 2007; Spreitzer and Porath, 2012; Dutton and Spreitzer, 2014). Asset-based approaches to development revolutionize our understanding of how we develop leaders, build teams, engage in dialogue, and support curriculum development. Learn how one university has consistently used strengths and appreciative language, tools and approaches within leadership programs to redefine the learning experience and develop leaders’ construction of positive identities. The presenters also share current research at UBC to understand the long term impact of this work and test the framework of IPOD (Innovation-Inspired Positive Organization Development) as hypothesized by Cooperrider and Godwin (2012). Through brief presentation of POS research and case study, and highly interactive exercises in pairs and small groups, participants will leave with practical ways to incorporate asset based approaches to leadership in their own organizations.

JULIE STOCKTON, ED.D., SCM-CCC, has worked in Organization Development since 1989, supporting

positive change. Joining the University of British Columbia in 2000, as the Director of Human Resources, she has been influential in the development of award winning programs in Coaching and Leadership. Julie is a faculty member in the Masters in Organizational Psychology program at Adler University, as well as in the UBC Certificate in Organizational Coaching. As a partner in the Corporation for Positive Change, and co-founder of the Canadian Centre for Positive Change, Julie consults to organizations across Canada, building capacity for learning, leadership, and appreciative space.

MAURA DA CRUZ, MA, ICF-PCC, is a Learning Consultant and Coach at the University of British Columbia. In this capacity, she brings extensive experience in organizational development, program design, and leadership development to Appreciative Inquiry processes that facilitate cultural change, strategic planning and team building initiatives. Maura's multidimensional and holistic approach to coaching enables her clients to reach their professional goals while creating vibrant and fulfilling lives. As a Consulting Partner with the Corporation for Positive Change, and co-founder of the Canadian Centre for Positive Change, she helps individuals identify and amplify their strengths to realize their goals and aspirations.

Workshop

Studio 12

Re-constructing Childhood Trauma and the Role of Story Shifters in Generating Alternative Narratives

Barbara Ward

This workshop reviews the research from the presenter's PhD dissertation, where specific factors within our environment and the certain responses of community members can become trauma story shifters. Nine story shifters are reviewed that can be used to assist those who have experienced childhood trauma to explore new alternative stories rooted in resilience, so that the trauma does not have to be "the soul of their life" as one research participant stated. This workshop also reviews the dominant discourses in trauma and presents an alternative view that emphasizes resilience, where alternate meanings and stories can be created that bring hope and forgiveness to the future.

This workshop presents from a perspective that is rooted in positive psychology, resilience and social construction in a manner that is easy to understand and relate to. Participants are actively engaged

through discussion, activities and videos to bring meaning to the presentation concepts. Strategies that contribute to change and to shift stories are emphasized, with concrete examples and stories. This workshop is suitable for any member of the community, for those in the helping professional and for clinical therapists who work with clients who have experienced childhood trauma.

Barbara is a leading expert in children's mental health with over 25 years' experience. Her knowledge of child and youth trauma encompasses abuse, neglect, complex trauma, mental health and post-traumatic stress disorder. She has presented across Canada on how trauma impacts wellness into adulthood, including social, emotional, spiritual and physical development. She presents from the perspective of post traumatic growth, positive psychology, wellness and social constructionism that provides hope and optimism for the future. Barbara is currently the Mental Health Lead with the Waterloo Region District School Board, influencing the education system as it attends to student mental wellness.

Discussion Forum

Studio 13

Exploring Best Practices with Character Strengths

Ryan Niemiec with Lea Waters, Veronika Huta, Shannon Polly and more

Dr. Ryan Niemiec, education director of the global VIA Institute on Character, will lead a discussion with pioneering character strengths researchers and practitioners. Hear from individuals across business, education, coaching, and counseling. There will be an opportunity for those attending to spontaneously share so come prepared to tell others about your best practice using the VIA Survey, the VIA Classification, signature strengths, character strengths overuse, or other character strengths practices, and the steps you follow in bringing the research to life!

Symposium 24: Thriving with Illness

Ballroom A

The Effectiveness of Emotional Self-Regulation in patients with migraine

Alireza Memarian
Amrollah Ebrahimi PhD
Hamid Nasiri

Abstract

Background: Migraine is one of the prevalent headaches with multi-dimensional aspects such as bio-psycho-socio-cultural factors. The purpose of this study was to examine the effectiveness of Emotional Self-Regulation on reducing pain, stress, anxiety and depression in patients with migraine.

Methods: With randomized clinical trial method, 60 patients met entry criteria were selected from Baghyatollah Headache Clinic (2014) with pretest, post test, and follow up assessment with a control group. The experimental group received the Emotional Self-Regulation treatment and control group was in neutral sessions. Instruments of this study were DASS-42, Pain Severity Scale. Data were analyzed by ANOVA with repeated measures.

Results: The results showed that emotional self-regulation effects significantly on reduce pain, stress, anxiety and depression.

Conclusion: It seems that psychological interventions such as emotional self regulation could be integrated to package of migraine treatment.

Alireza Memarian is the Director and Editor-In-Chief of "European Journal of Psychology & Educational Studies", and the Chief Executive Officer of "European Academy – Research & education". He is passionate to promote positive psychology, Positive Education and search advanced techniques of positive Education for the public, especially schools.. Memarian has been working with his colleagues to establish Positive Psychology Association in Iran in cooperation with a wide range of psychologists. He is working on "Positive Psychology Education" in Ph.D. to raise and promote Positive Psychology initiatives in the country, He is IPEN (International Positive Education Network) representative in Iran.

Dr.Amrollah Ebrahimi PhD: Assistant Professor of Clinical Psychology, Medical University of Isfahan (MUI), Behavioral Sciences Research Center (BSRC), Psychosomatic Research Center (PSRC), Nour Psychiatric Hospital, Isfahan,Iran.

Hamid Nasiri: Medical University of Isfahan (MUI), Behavioral Sciences Research Center (BSRC), Psychosomatic Research Center (PSRC), Isfahan, Iran

A Positive Approach to Autism

June B. Pimm Ph.D.

Introduction:

The current epidemic of Autism is representative of traditional psychology with its emphasis on the disease

model. Although there is, as yet, no firm evidence of a biological, genetic or neurological basis for Autism, therapists continue to recommend treatment methods to alleviate symptoms but which offer no cure. This presentation will describe an innovative school based program which used the principals of Positive Psychology.

Method:

Over the last six years the Ottawa Carleton District School Board has used a model for children with Autism with significant success. Beginning with a session for child, parents, and representative from the child's school, the parents complete a short questionnaire with the Psychology Coordinator describing the child's strengths. At the same time the child and an educational assistant engage in a play session based on the child's interests and capabilities. The school representative observes and notes the social strengths the child brings to the session. The information obtained forms an individualized educational plan with an emphasis on positive reinforcement to be used in the classroom. Based on the theory that initial school experience is critical for children on the Autism spectrum, a specialized kindergarten class was also created for severely compromised students with a curriculum using only positive reinforcement with an emphasis on social and interactive play rather than academic skills.

Results:

Five year outcome data found that 40% of the students from this class successfully integrated into regular classrooms without further support from the Autism team, 20% were functioning well in classes for "slow learners", and 10% were in classes for developmental delay with the remainder needing Autism spectrum support from specialized classes. These findings are significantly better than outcomes from the more traditional behavioral model which emphasizes skills acquisition with a focus on behavioral issues."

Dr. Pimm has advanced degrees in both Clinical and Developmental Psychology and has worked in the field of autism for more than twenty years. She is currently Professor Emeritus at the University of Miami School of Medicine and Adjunct Professor of Psychology at Carleton University, Ottawa where she specializes in Autism. She is the author of three books, several book chapters and numerous research articles. In her career Dr. Pimm has had the opportunity to support many new and innovation intervention strategies within the classroom and she is dedicated to providing the general public with evidence based information which is easily understood.

Thriving in the Face of Adversity: Mothers with Multiple Sclerosis

Ruth S. Farber, PhD, OTR/L

Dr. Peggy Kern

Background: As the number of mothers with chronic illnesses like Multiple Sclerosis (MS) increases, empirical knowledge of factors that will help mothers be more resilient and engaged in life, despite the challenges that chronic illness brings, is needed. Examining positive factors is particularly salient in light of the well-documented history of social bias and discrimination toward mothers with a disability or chronic diseases like MS. Positive psychology offers a palette of positive characteristics that allow many women to thrive. By identifying these factors, rehabilitation treatment can be better targeted to not only deal with issues, but also promote resilience.

Methods: A sample of community-dwelling mothers with MS (n=111) completed Ryff's Psychological Well-Being Scales, the Medical Outcome Study Social Support Survey, the Short Form-36, and the Parental Participation Scale. Hierarchical regression analyses examined associations between social support and three positive personal factors (environmental mastery, self-acceptance, purpose in life) with daily role participation (physical and emotional) and satisfaction with parental participation. One-way ANOVAs tested synergistic combinations of social support and positive psychological factors.

Results: Both social support and positive psychological factors uniquely predicted better daily role participation and greater satisfaction with parental participation. There was also a synergistic relationship, such that together social support and positive personal factors predicted better functioning and greater satisfaction than either alone.

Conclusions: Integrating components of positive psychology provides a useful model for understanding how mothers with MS can thrive and engage in life roles despite challenge or impairment. Incorporating these findings into treatment may help mothers with MS participate more fully in meaningful life roles and transcend some of the limitations of this illness.

Dr. Ruth S. Farber is a Professor Emeritus at Temple University's Department of Rehabilitation Sciences, and an Associate Professor at Salus University's, Occupational Therapy Program, in the College of Education and Rehabilitation. Her research examines factors that facilitate participation of mothers with multiple sclerosis (MS) and spinal cord injury. She has also studied health promoting behaviors that are associated with increased participation in women with

MS. Dr. Farber is interested in helping individuals with chronic illness and disability participate and engage in life as fully as possible, as well as promoting well-being and positive functioning.

Dr Peggy Kern is a senior lecturer at the University of Melbourne's Centre for Positive Psychology within the Melbourne Graduate School of Education. She received her doctorate in psychology in June 2010 from the University of California, Riverside, with additional postdoctoral training at the University of Pennsylvania. Her research examines the question of who flourishes in life (physically, mentally, and socially), why, and what enhances or hinders healthy life trajectories. Her studies include well-being measurement; big data approaches to psychological study; and long data approaches for testing sophisticated theories of psychosocial processes underlying health and well-being over time.

Workshop

Ballroom B

La pleine conscience : avec ou sans méditation ?

Sylvie Boucher, M.Ps.

On entend beaucoup parler de la pleine conscience. Elle constitue la base de programmes structurés pour la gestion du stress (MBSR de Jon Kabat Zinn) et pour la prévention des rechutes dépressives (MBCT de Segal, Williams et Teasdasle, 2002). Elle est une composante importante de la thérapie comportementale dialectique de Linehan (pour les troubles mentaux complexes) et, dans une moindre mesure, de la thérapie ACT. Les recherches sur la pleine conscience ou présence attentive se multiplient. Au Québec, le GRIPA (Groupe de Recherche et d'Intervention sur la Présence Attentive) étudie la présence attentive (pleine conscience ou mindfulness) dans 3 secteurs d'activité (clinique, organisationnelle et scolaire). Dans tous ces programmes, la pleine conscience est développée par l'entraînement à la méditation. Cela entraîne quelques questions :

- La pleine conscience est-elle une habileté « nouvelle » en psychothérapie ?
- La pleine conscience est-elle utile pour le psychothérapeute qui travaille en individuel ?
- L'utilisation de la pleine conscience est-elle limitée à l'approche cognitive comportementale de 3e vague ?
- Le thérapeute doit-il lui-même méditer ?
- La méditation est-elle obligatoire pour développer la pleine conscience ?
- Que se passe-t-il lorsque le client ne peut pas ou ne

veut pas méditer ?

- Peut-on développer la pleine conscience autrement que par la méditation ?

Dans cet atelier, nous tenterons de répondre à ces questions. Nous verrons quelques définitions de la pleine conscience, celle du pionnier Jon Kabat Zinn bien sûr, celle de Ruth Baer et ses collègues (2006), celle de Segal et celle, moins connue, d'Ellen Langer.

Nous ferons le lien entre la pleine conscience et des concepts relativement similaires provenant de d'autres approches. Nous identifierons ses principaux bénéfices pour ceux qui la pratiquent (thérapeutes et clients). Et nous pratiquerons quelques exercices simples et ludiques pour l'augmenter.

Psychologue clinicienne, Sylvie Boucher pratique la psychothérapie en bureau privé depuis 30 ans. Dans sa pratique, elle combine les écoles de pensée humaniste, systémique et cognitive-behaviorale de 2e et 3e vague. Depuis une quinzaine d'années, elle anime des conférences et des ateliers pour le grand public. Son intérêt pour la psychologie positive l'a poussée à s'inscrire au doctorat à l'université de Sherbrooke. Sylvie est passionnée par l'utilisation de la pleine conscience en psychothérapie. Sa thèse de doctorat porte sur le programme de gestion du stress basé sur la méditation pleine conscience animé par le Docteur Bélineau au centre EPIC.

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Thursday Lunch Event

Movie Screening: Fully Charged

Room: Grand Ballroom

1-hour 6 minutes

Based on the latest book from #1 New York Times best-selling author Tom Rath, this inspirational documentary shows how you can take advantage of the latest research to approach each day with high levels of energy, purpose and meaning. Fully Charged follows individuals and organizations transforming themselves and their communities through healthier choices, interactions that strengthen relationships, and pursuing meaning over happiness.

You will hear from a company in Minneapolis where employees work on treadmill desks, a church in Chicago that gave its members \$500 to spend on others, a “guerilla gardener” planting vegetables in South Central LA’s abandoned lots, and the co-founder of an organization (KIPP) that has helped thousands of low-income students make it to college. Fully Charged also features the world’s leading experts on behavioral health (Brian Wansink), the psychology of spending (Ryan Howell), social networks (Nicholas Christakis), decision-making and behavioral economics (Thomas Gilovich), willpower (Roy Baumeister), and the role of meaning in our work (Amy Wrzesniewsky). Filled with this expertise and powerful real world stories, Fully Charged will reveal some of the most practical ways to energize your work and your life.

More about Tom Rath

Tom Rath, author of five influential bestsellers, reveals the three keys that matter most for our daily health and well-being, as well as our engagement in our work. Drawing on the latest and most practical research from health, psychology, and economics, this book focuses on changes we can make to create better days for ourselves and others. Are You Fully Charged? will challenge you to stop pursuing happiness and start creating meaning instead, lead you to rethink your daily interactions with the people who matter most, and show you how to put your own health first in order to be your best every day.

DVD copies of the movie will be available for purchase at the CPPA booth in the exhibitor hall.

Friday Lunch Events

Laughter Yoga

Room: Upper Garden Foyer

Brigid Dineen

Brigid Dineen is a life coach, yoga teacher & producer of Yogapalooza - the yoga festival that celebrates movement, music and meditation. Our signature event happens at Harbourfront Centre on August 6 & 7, 2016. Laughter Yoga is an uplifting class - it is a powerful form of exercise connecting mind, body and spirit. The practice includes breath work, gentle stretching and safe exercises to stimulate laughter. Bring an open mind and get ready to release tension, boost your immune system, and feel good! No jokes, good moods, special clothing or mats required. www.yogapalooza.ca

Enhancing the Connection with Strengths: Strength Clusters™ Visual Models and Tools

Room: Idea Loft

Giselle Marzo Segura

This session will introduce Strength Clusters™ a family of visual models and tools for enhancing our understanding of our character strengths in daily life and practice. These practical new tools elevate the learning of VIA character strengths through the use color, representation, form, and experience — helping coaches, therapists, and educators work with their groups as they connect with this universal language.

Howard Gardner, in his book Multiple Intelligences, explains that “Some students will learn from linguistic entry points, others from artistic or personal or logical entry points... Through multiple [learning] approaches, one activates different clusters of neural networks. To the extent that numerous neural networks are activated, and eventually connected, one obtains a solid and enduring mental representation of the topic in question.”

When we have a visual reference and other entry points to learning, reminding us of our unique strengths, and letting us see other's strengths in the same light, this helps us leverage the best in each other consistently especially within our core relationship groups such as family, school, and work teams. Thus, we contribute to deepening a culture of appreciation and to creating dynamic environments in which all flourish together.

Giselle Marzo Segura is the founder and creative visionary behind Strength Clusters. Her professional background spans over 20 years in marketing and graphic design helping clients communicate their ideas through effective visuals. Her daughter's learning differences led her to a relentless pursuit of a strengths-driven life, which marked the turning point towards healing for her family. Her mission is to help families and groups understand, connect, and see each other through a lens of strengths. She is a world champion martial artist, a graduate in Science Communication from the University of Miami and the Certificate in Positive Psychology with Wholebeing Institute.

Gratitude Page

It takes time and heart to help shape the opportunities
for our communities and world to thrive.

Because of our dedicated Ambassadors, we have learned
it, lived it and will go on to inspire more...

Thank you to all of you for enjoying the journey with us.

Emma Wehner

Nahla Kor

Guylaine Parent

Katja Pogrebts

Maria Cordeiro

Jennifer Jimbere

Natasha Halliday

Olena Darewych

Moji Shavali

Talib Karamally

Carol Arnott

Al Kowalenko

Nina Webster

Susan Kuz

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With much love and gratitude, Sajel, Kerri and the CPPA Team.



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