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POSITIVE PSYCHOLOGY RESEARCH CENTRE

Well-Being and Character Strengths Among Youth: A Workshop for Psychologists and Educators

Dr Carmel Proctor, PhD

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carmel@pprc.gq
www.pprc.gq

Outline

- **Subjective Well-being: Importance and Dissatisfaction**
- **Stressful Life Events and the Benefits of Life Satisfaction**
- **Positive Emotions and Life Satisfaction**
- **Character Education and Positive Psychology Interventions**
- **Weaving Character Strengths into Psychological Practice**
- **Positive Psychology Interventions**



Subjective Well-Being

- Definition of happiness as being composed of both cognitive and emotional aspects
- Cognitive component = Life Satisfaction (LS)
- Emotional components = Positive and Negative Affect
 - ➔ *SWB = life satisfaction + positive affect - negative affect*



Subjective Well-Being

- Life satisfaction is the key indicator of happiness and well-being
 - ➔ Most stable component
 - ➔ Most commonly assessed indicator
- LS is measured globally or across multiple life domains (e.g., school, friends, family, self)
- Common measures include:
 - ➔ Students' Life Satisfaction Scale (SLSS)
 - ➔ Multidimensional Students' Life Satisfaction Scale (MSLSS)
 - ➔ Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS)
 - ➔ Satisfaction With Life Scale (SWLS)

(See Proctor et al., 2010, for a review)



Why is Subjective Well-Being Important?

- Low levels of SWB associated with inferior outcomes for youth
 - ➔ Predicts low LS and extent of mental disorder/psychopathology later in life
- Positive SWB when fostered promotes and protects subsequent positive outcomes
 - ➔ Ensures well-being later in life
- Observed feelings (sadness, joy) not always a reflection of satisfaction with life
 - ➔ Low well-being often overlooked by negative indicators of illness
 - ➔ Mental health more than being 'symptom free'
- Dual-Factor Model of Mental Health
 - ➔ Assessment of positive indicators of wellness with traditional negative indicators of illness



Dual-Factor Model of Mental Health

Complete Mental Health:

- Mentally, physically healthy
- Well-adjusted, flourish emotionally
- Positive mental health, self-concept
- Academic, social success

Troubled:

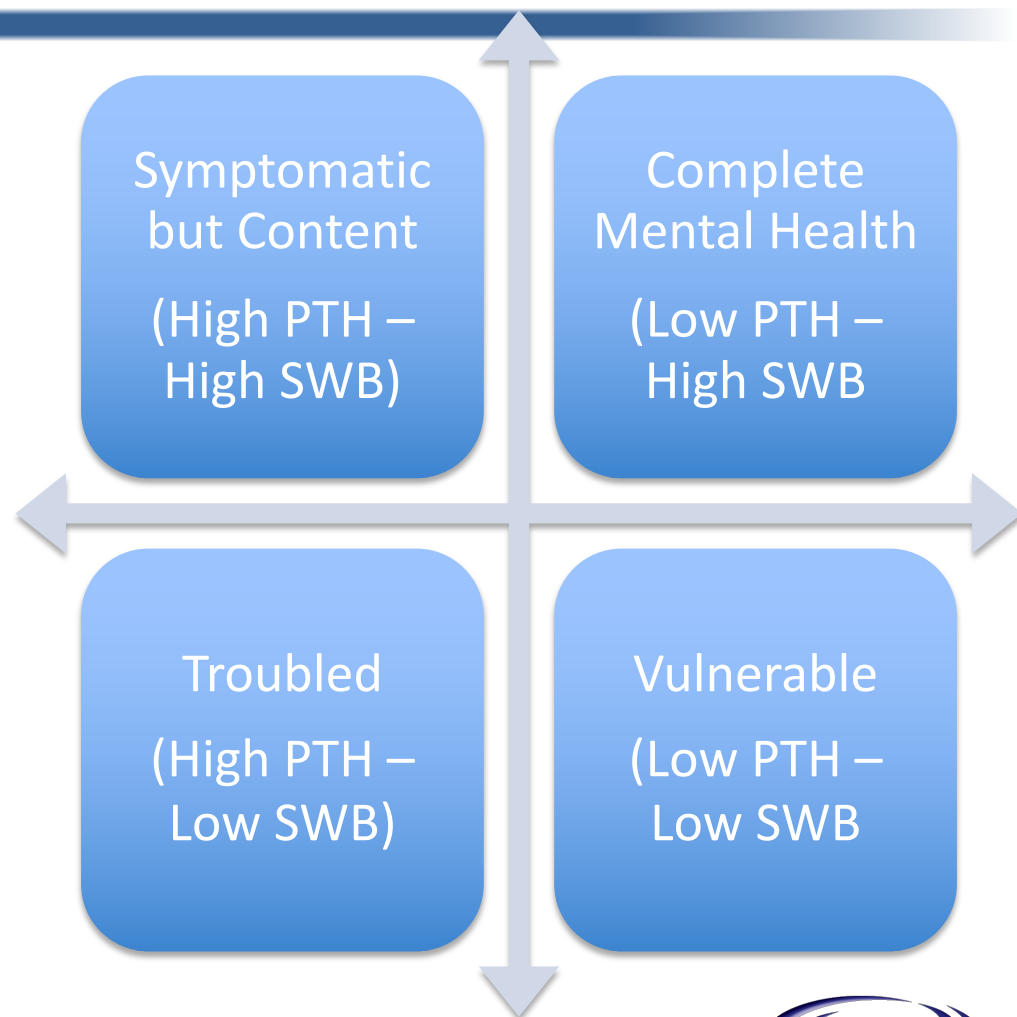
- Distressed, poorest outcomes
- Host of social and personal problems
- Diminished social support

Symptomatic but Content:

- Ambivalent, internalised symptoms
- Externally maladjusted
- Functioning
- Overlooked by mental health models

Vulnerable:

- Dissatisfied, poor academic functioning
- At-risk, worse physical health
- Poor self-concept, social relationships
- Asymptomatic yet discontent



(Suldo, 2016)



Youth Dissatisfaction

- Many young people are unhappy/dissatisfied
- **Good Childhood Report (2021)**
 - ➔ 7% of children in the UK aged 10-15 are unhappy with their lives = + 1/4 million children with low well-being at any given time
 - ➔ 1/4 million children did not cope well during the pandemic
 - ➔ Children are most dissatisfied with school, friendships, and how they look



Unable to protect themselves from the negative effects of stress and the development of psychopathological problems

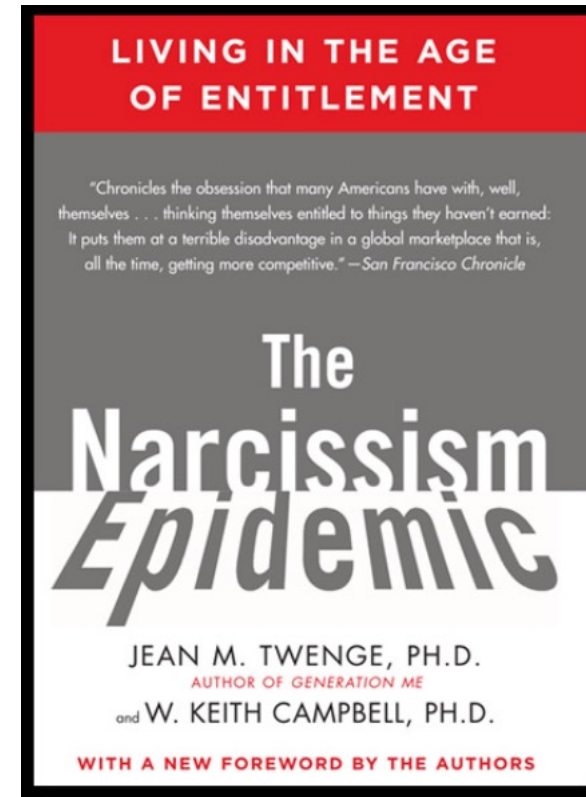
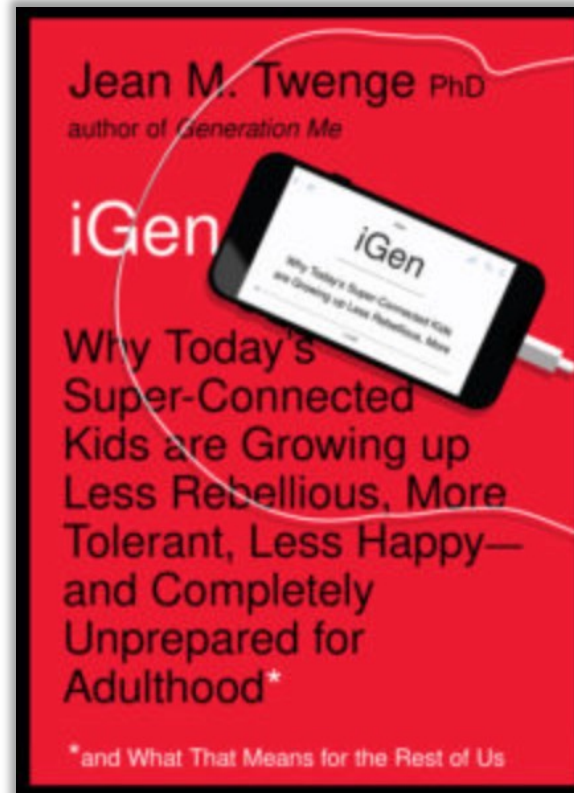
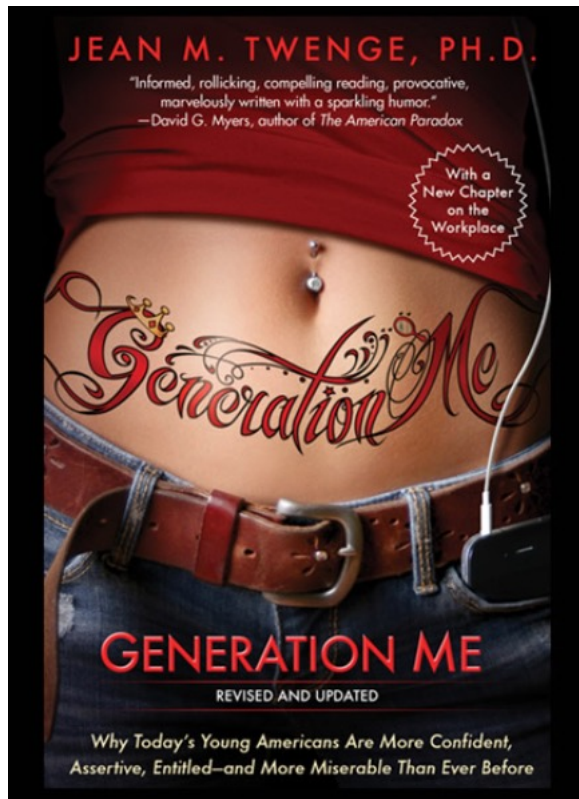


Youth Dissatisfaction

- Well-being declines with onset of adolescence
 - ➔ 4% of children aged 8 with low well-being compared to 14% of adolescents aged 15
(GCR, 2017)
- Those benefiting from rich environmental and social resources do not necessarily display high levels of life satisfaction
(Proctor et al., 2009; Twenge, 2018)



Dr Jean Twenge



www.jeantwenge.com



Impact of Stressful Life Events

- Presence of increased stressful life events related to increased levels of negative externalising (behaviour problems) and internalising (anxiety, depression) behaviour
(McKnight et al., 2002; Steeger et al., 2017)
- During development stressful life events predict later internalising and externalising behaviour and increased levels of mental disorder, which in turn predicts increased stressful life experiences (maladaptive cycle/spiral) *(Kim et al., 2003; Jenness et al., 2019)*
- Frequent experiences of negative life events among adolescents is related to decreased perception of control over their lives, which in turn is related to decreased life satisfaction
(Ash & Huebner, 2001; Nishikawa et al., 2018)



Life Satisfaction a Protective Factor

➤ Life satisfaction as a protective factor:

- ➡ Those with high life satisfaction less likely to develop later externalising (delinquent, aggressive) behaviours following stressful life events 1 year later
 - ⇒ High LS protected students from developing problem behaviours in the face of stress (*Suldo & Huebner, 2004; Lyons et al., 2014*)
- ➡ Impact of stressful life events on internalised behaviour is less significant for those with increased life satisfaction (*McKnight et al., 2002; Steeger et al., 2017*)
- ➡ Longitudinal research demonstrates that student's levels of SWB predict later academic adjustment (*Lyons et al., 2013*)



Benefits of Life Satisfaction

➤ Youth with extremely high levels of LS benefit from increased:

- ➔ Adaptive psychosocial functioning
- ➔ Interpersonal and social functioning
- ➔ Academic success
- ➔ Positive behaviour
- ➔ Over and above those with average levels of LS



➤ Increased LS also associated with multiple school-related variables

- ➔ School satisfaction, teacher support, perceived academic achievement, competence, self-efficacy

Happiness is both an outcome and a cause of diverse positive outcomes: Success makes people happy. Happy people are more successful. *(Lyubomirsky et al., 2005)*

www.sonjalyubomirsky.com



Correlates of Life Satisfaction

Positive

- Extraversion/Social Self-Efficacy
- Self-Esteem
- Interpersonal Relations
- Exercise/SEAs/Health
- Academic Achievement
- Intrinsic Values/Goals
- Social/Parental Support
- Character Strengths
 - ➔ Hope
 - ➔ Love
 - ➔ Gratitude
 - ➔ Enthusiasm



(Proctor et al., 2009)

Negative

- Neuroticism
- Anxiety
- Depression
- Substance Use/Abuse
- Extrinsic Values/Goals
- Violence
- Loneliness – positively correlated with:
 - ➔ State anxiety
 - ➔ Social anxiety
 - ➔ Depression
 - ➔ Public Self-Consciousness



Correlates of Life Satisfaction

- **Self-efficacy** – personal belief in what one can do or capable of doing
 - ➔ One of the most consistent predictors of life satisfaction
- **Hope** – perception that one can formulate strategies towards and reach desired goals
 - ➔ Adolescent levels of hope positively associated with personal adjustment, GPA, SEAs
 - Negatively associated to substance abuse and behaviour problems
 - ➔ Those with high hope have greater LS following stressful life events than those with low hope



Correlates of Life Satisfaction

- **Locus of Control** – the extent to which individuals believe they can control events that affect them
 - ➔ **Internal** – based on own behaviour
 - ➔ **External** – luck, chance, powerful others
- Frequent experiences of negative life events is related to decreased perception of control, which in turn is related to decreased LS



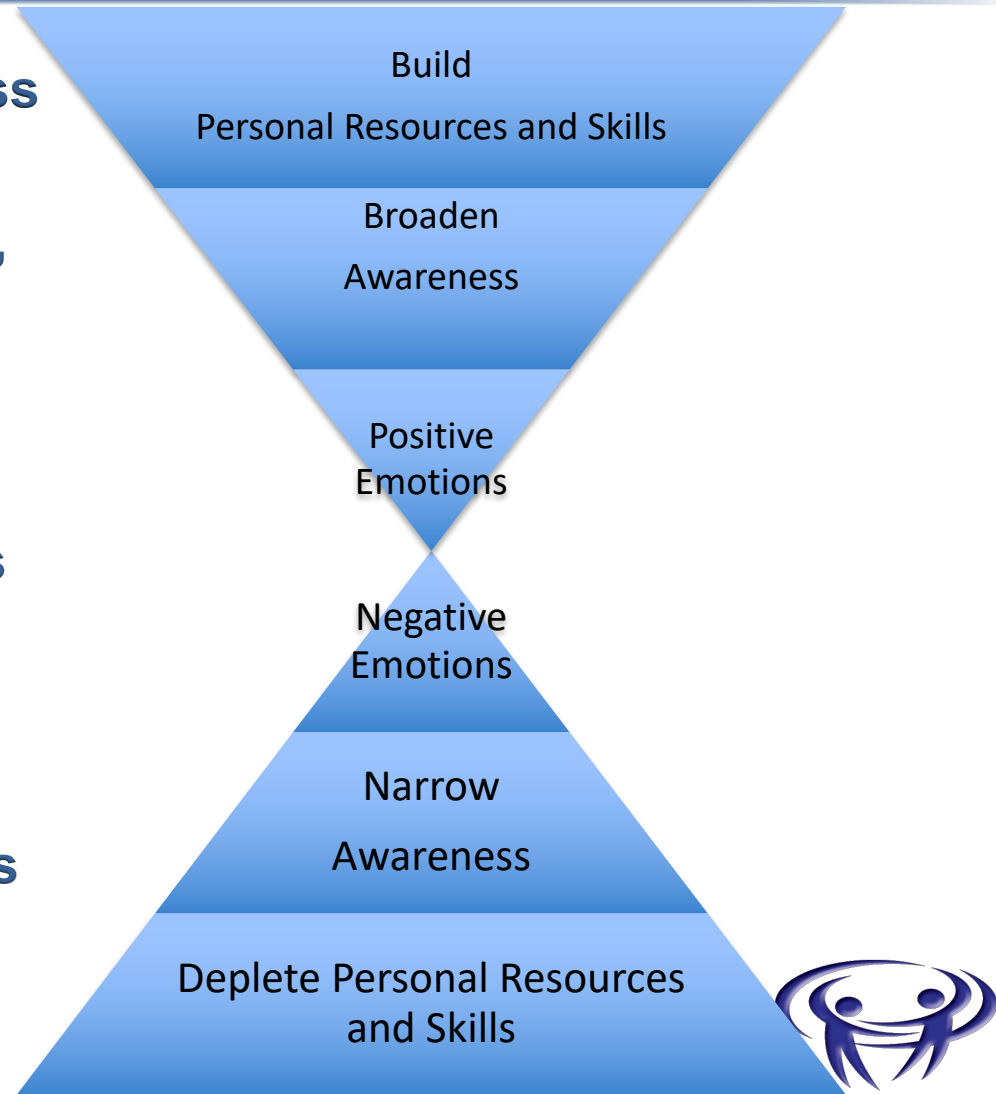
Positive Emotions

- Positive emotions are an essential component of SWB (LS + PA - NA)
- Scientific research on neuroplasticity suggests that positive emotional states may trigger lasting durable changes in the structure and function of the brain
(Garland et al., 2010; Alexander et al., 2021)
- Positive emotions need to outweigh negative emotions 3 to 1



Barbara Fredrickson (2001) – Broaden-and-Build Theory of Positive Emotions

- Positive emotions (love, joy, contentment) broaden awareness and momentary thought processes and behaviours (creativity, exploration, interest), which over time build personal, social, and psychological resources and skills
- Momentary experiences of emotions may build into self-perpetuating emotional systems producing lasting affective dispositions
(Garland et al., 2010; Alexander et al., 2021)
- Negative emotions (sadness, anxiety, fear) narrow awareness and momentary thought process and behaviours (fight-or-flight, escape, attack)



Happiness-Success Link

- Healthy psychological states are both the cause and consequence of diverse positive personal, behavioural, psychological, and social outcomes

(Lyubomirsky et al., 2005)

- ➔ Success makes people happy
- ➔ Happy people are more likely to have success

www.sonjalyubomirsky.com



Importance of Life Satisfaction

➤ Life satisfaction is a key existential variable

➡ Positive psychology
– LS an indicator of happiness

➡ Building character strengths through strengths-based exercises increases LS and well-being

(Seligman et al., 2005)



Psychological wealth includes life satisfaction, the feeling that life is full of meaning, a sense of engagement in interesting activities, the pursuit of important goals, the experience of positive emotional feelings, and a sense of spirituality that connects people to things larger than themselves.

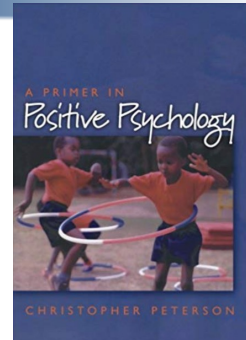
— Ed Diener —

www.eddiener.com



Character

- Character is about a state of being
 - ➔ Character is also about **doing**
 - ➔ **Positive psychology is not a spectator sport**
(Peterson, 2006)
- Character develops over a long period of time
 - ➔ We are born with all sorts of natural tendencies (i.e., positive and negative) – this is our ‘raw material’
 - ➔ Natural tendencies can be encouraged and developed or discouraged and thwarted during development
 - ➔ Character strengths are not ‘grounded in immutable biogenetic characteristics’ (Peterson, 2006, p. 139)



Character Education

➤ Character education and development – habituation

- ➔ If not fostered strengths may be lost over the course of development (*Peterson, 2006*)
- ➔ Traits need to be nurtured
- ➔ Once established become stable/reliable – a person with a certain character can be relied upon (within reason) to act consistently over time

➤ True virtue requires choice, understanding, and knowledge

- ➔ **Virtue is chosen knowingly for its own sake**
- ➔ This is what constitutes *character*
- ➔ Not the result of ‘conditioning’



Positive Psychology Interventions

- Practitioners can apply targeted activities to increase/foster subjective well-being
- In line with proactive, resource building approach to mental health services
- Are **descriptive** rather than **prescriptive**
- National education strategies tend to be prescriptive
 - ➔ Focus on informing students what to do and what not to do
(Park & Peterson, 2009)
 - ➔ Fail to foster good character through practicing and modelling behavior
- Applied Positive Psychology Interventions (PPIs)
 - ➔ Single component PPIs
 - Focus on one key positive psychology concept (e.g., gratitude, hope, mindfulness, kindness, forgiveness)
 - ➔ Multi-component PPIs
 - Integrate several positive psychology concepts (e.g., **Strengths Gym**)



School - The Ideal Place?

- Schools are the ideal place for well-being initiatives
- Most young people spend the majority of their week-day in school
- Most day-to-day interactions experienced at school will impact their well-being



(Seligman et al., 2009)



School Interventions?

➤ Well-being should be taught in school!

(Seligman et al., 2009)

➔ Parents want more for their children than just the avoidance of negative behaviours

➤ They want their children to flourish in all domains of life *(Moore & Lippman, 2005)*

➔ Flourishing:

➤ To be filled with positive emotion and to be functioning well psychologically and socially *(Keyes, 2002)*



Positive Psychology Interventions

➤ Single component

- ➔ **Hope** *(see Lopez et al., 2004 for a review)*
- ➔ **Gratitude** *(Froh et al., 2008)*
- ➔ **Kindness** *(Otake et al., 2006)*
- ➔ **Spirituality** *(Nidich et al., 2011)*

➤ Multi-component

- ➔ **Strengths Quest** *(Clifton & Anderson, 2001)*
- ➔ **Positive Psychology Program** *(Seligman et al., 2009)*
- ➔ **Strengths Gym** *(Proctor et al., 2019)*



www.positivepsychology.com



Strengths Gym



- Based on the VIA strengths
 - ➔ 24 lessons
- Three stage learning process:
 - ➔ General understanding of strengths and development of *strengths vocabulary*
 - ➔ Identification and own use of strengths
 - ➔ Recognition and identification of use of strengths by others



Strengths Gym - Students

- Students self-identify with their signature strengths at the beginning and end of each level
 - ➔ Re-evaluate strengths before moving on
- Strengths Builder themes:
 - ➔ Level 1 – Design a Superhero
 - ➔ Level 2 – Strength in Action Story
 - ➔ Level 3 – Create Your Own Strength in Action Story
 - ➔ Additional item to further develop use of the strength
- Strengths Challenge:
 - ➔ Real-world homework

Love of Learning

Love of Learning means:

You love learning new things. You enjoy finding out how to do things, you like discovering things you didn't know before.



Strengths Builders:

1. Create your own Strength in Action Story – Make up a story that contains a character or characters who Love to Learn. Write or draw or tell your story of Love of Learning in action.
2. Investigate the history of a famous monument; find out why it was built, who built it, and who it was built for. Examples include:
 - The Statue of Liberty
 - The Eiffel Tower
 - Nelson's Column
 - The Taj Mahal

Strengths Challenge:

Find out about a famous inventor. Why was their invention so important? Tell a family member or friend what you find out about this inventor. Examples include:

- Thomas Edison
- Alexander Graham Bell
- Henry Ford

Strengths Notes:



Principles Behind Strengths Gym

- **Strengths-spotting is a skill that can be learned**
 - ➔ Students become more aware of strengths in themselves, in other people, and in the world around them; it's ok to be different
- **Strengths can be improved**
 - ➔ The more we practice and use a strength the more we have of it
- **We get more of what we focus on**
 - ➔ Paying attention to a subject primes us to notice it; thinking about kindness makes us more likely to do kind things
- **Strengths can be found across the curriculum**
 - ➔ Finding opportunities to focus on strengths across the curriculum helps to develop a coherent approach to strengths and well-being across the school
- **Enjoyment matters**
 - ➔ When we enjoy what we do, we do it better



Strengths Gym

Love of Beauty

Love of Beauty means:

You notice and love beautiful things, in nature, art, music, or people.



Strengths Builders:

1. Create your own Strength in Action Story – Make up a story that contains a character or characters that display a Love of Beauty in a situation. Write or draw or tell your story of Love of Beauty in action.
2. Beauty Map Of The World – Make a map of the most beautiful places in the world or within a country of your choice. Team up with some friends to draw a map that points the way to beauty spots across the world or within the country of your choice. Compare your map with another group.

Strengths Challenge:

Find out about two different types of artwork. For example:

- Pottery and Papier Mâché
- Watercolour and Oil Painting
- Knitting and Cross-Stitch

Try and make a piece of artwork using one of the methods listed above or one you discovered on your own. Or find an example of something you consider to be beautiful or an example of excellence, such as a scientific invention, car design, or architecture.

Strengths Notes:



Kindness

Kindness means:

You do and say things to make other people happy. You are never too busy to do a favour.



Strengths Builders:

1. Create your own Strength in Action Story – Make up a story that contains a character or characters who are Kind to someone else by doing a favour for them or helping them when they need it. Write or draw or tell your story of Kindness in action.
2. Think of some random acts of kindness you could carry out in the week ahead. Write them in your journal and tick them as you do them. If possible make them anonymous.

Strengths Challenge:

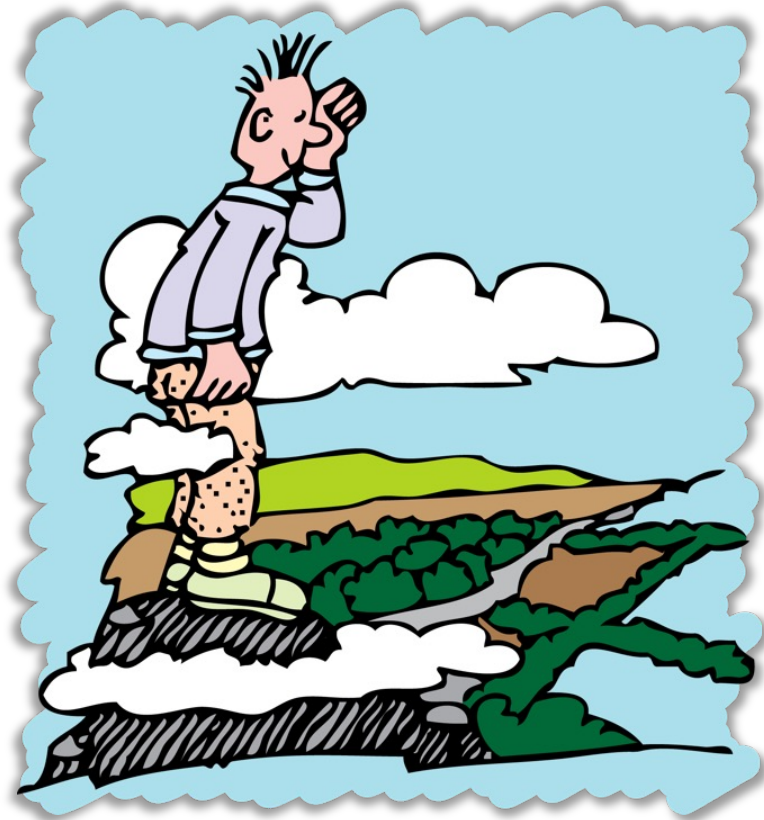
Go to: <http://www.wisdomquotes.com/topics/kindness> and pick a kindness quotation for the week and then write it in your notebook. Why not pick a new one for every week!

Strengths Notes:



Applying PPIs in Schools

- **Meta-Analysis Findings of PPIs** *(Sin & Lyubomirsky, 2009)*
- **Self-selection**
 - ➔ Those who elect to participate experience greater gains in well-being
- **Benefits increase with age**
- **Format matters**
 - ➔ Gains greatest for individual therapy, followed by group-administered PPIs, then self-administered PPIs
- **Longer interventions produce greater gains in well-being**



(cf. Bolier et al., 2013; Hendriks, 2020)



Call for a Return to Virtue

- The exercising of virtue provides meaning to being and thus is our ultimate function
- Virtue ethics suggest making a *'lifestyle'* choice
 - ➔ Adopt a way of being, such that we become our choices
- By choosing to practice virtue, we become by nature the very thing that we strive for – actualize our being
- We must practice virtue to become virtuous – making virtuous characteristics/virtuous dispositions our own



Aristotle

- Eudaimonia is a process that requires habituation
 - ➔ *Working actively towards the objectively desirable life throughout the lifespan*
- Virtue itself is not a **habit**
 - ➔ Habituation is an aid to the development of virtue
- Matter of experience
 - ➔ Virtuous character/disposition takes a long time to develop
- Virtue involves emotion
 - ➔ **Activity of the soul**

YOU NEVER
DO WRONG
BY
DOING RIGHT



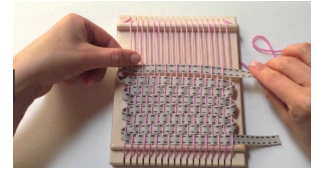
Weaving Virtue & Character Strengths Into Psychotherapeutic Practice

- By using the language of virtue and character strengths and highlighting these to clients, we begin to enable clients to consider themselves from this perspective
 - ➔ Phenomenology
 - **Name and identify** felt/experienced strengths
 - ➔ Explore the gap between the person they are and the person they want to be
 - **Goals for change**
 - ➔ What does the good life look like to the client?
 - ➔ How would they like to improve how they are in-the-world-with-others?
 - ➔ To begin to live the life they desire, they must choose it actively
 - **Habituate** towards the self they want to be



Weaving Virtue & Character Strengths Into Psychotherapeutic Practice

➤ Wisdom exercises in therapy



➔ Imagined Future Self

- ⇒ Begin to make changes in their lives **now** that will enable them to live more in accordance with their values and reach their desired tomorrow – reduction of **moral dissonance**

➔ Write Your own Eulogy

- ⇒ If you imagine you died today, what would you like to have read out at the funeral or like to read in your obituary?

➔ Your 80th Birthday Party

- ⇒ Imagine you are now 80 years old and a friend or relative is giving a speech, summarising your life, what will you hope will be said?

- ⇒ Reel Wisdom – [Lessons from 40 Films in 7 Minutes](#)

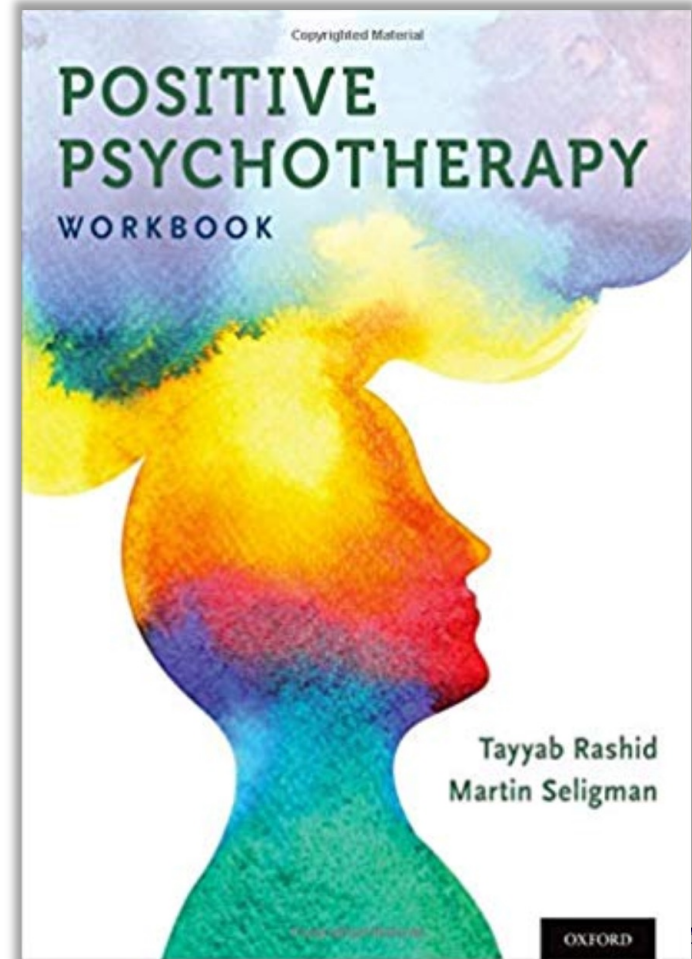
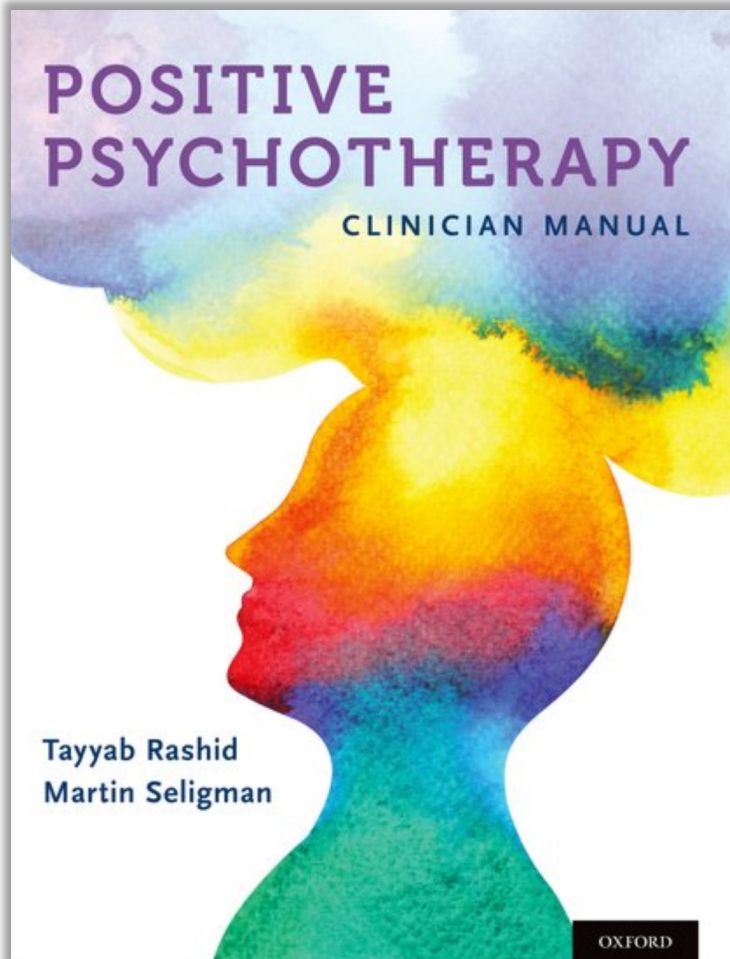


Weaving Virtue & Character Strengths Into Psychotherapeutic Practice

- Exploring the relationship with the self
 - ➔ Self-love, forgiveness, kindness, justice
 - ➔ What kind of relationship is it? Good, kind, fair?
- What does living in accordance with core values *look like* for them?
- Therapists (and other practitioners) can weave virtue ethics into practice simply by being attuned to opportunities that afford them ability to open up and unpack virtue ethical themes, such as character strengths, values, and virtues



Positive Psychotherapy

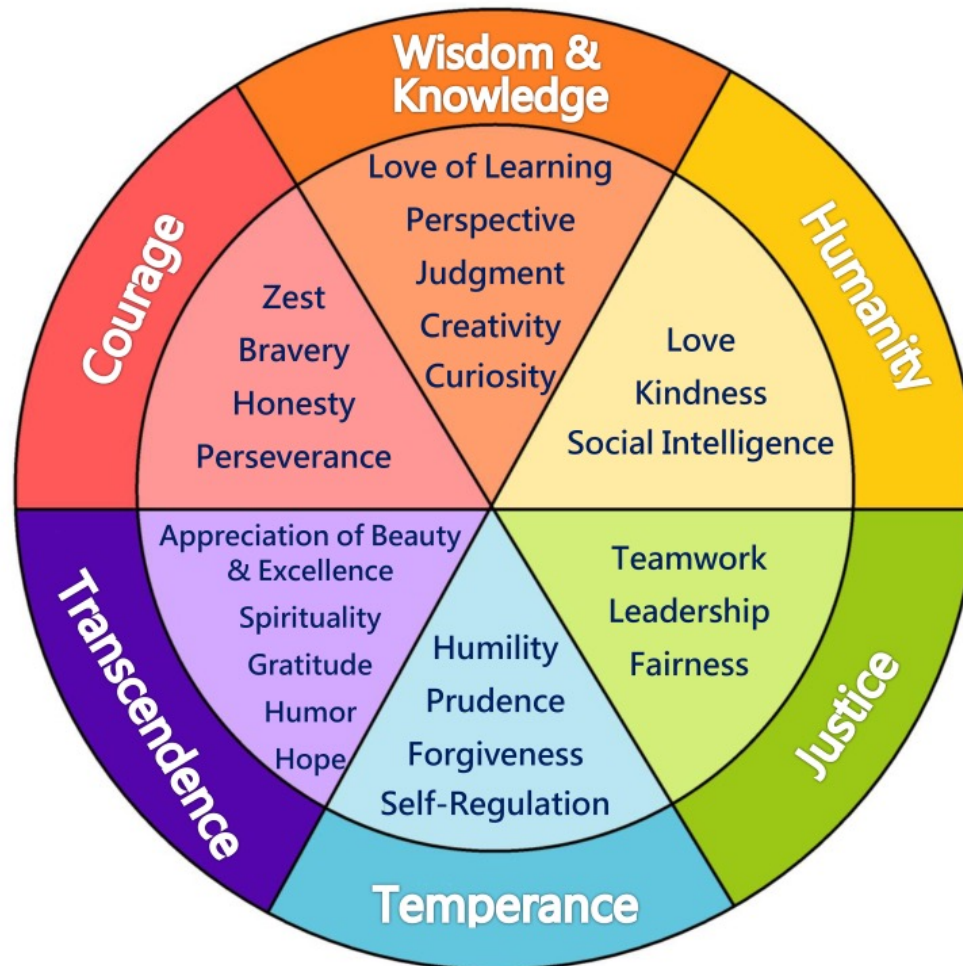


Introducing & Working With Character Strengths

- Challenge the negativity bias, enquire over known or experienced positive characteristics
 - ➔ We require the language to *name* and *spot* strengths
- Take the VIA
 - ➔ [VIA Institute](#)
- Results provide rank order of character strengths from 1 to 24, with definitions
 - ➔ Top five are *signature strengths*
 - ➔ Most essential to who you are
- Discuss results
 - ➔ Does the top five look like the 'real you'?
 - ➔ What stood out or struck you about the list?
 - ➔ How do you use your strengths, when, where?
 - ➔ Can you spot and name a strength
 - When do you see it, feel it, or experience using it?



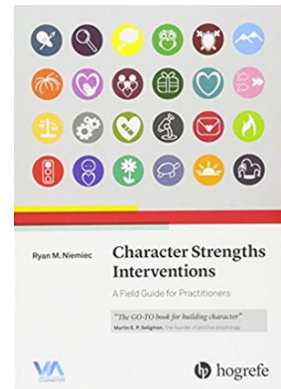
VIA Strengths Classification



Character Strengths Awareness Interventions

➤ Subtracting a Character Strength

1. Choose one of your signature strengths
2. Imagine this strength for a moment. Picture it in action and take notice of how important it is to you and your life
3. Now imagine that you cannot use this strength for 1 month. What would this be like? How would you feel? For example, if you choose kindness, you will be unable to be kind in any situation or circumstance
4. Take a few minute to note your observations having made this mental subtraction



(Niemiec, 2018)



Character Strengths Awareness Interventions

➤ Character Strengths Genogram

- Creation of a family genogram that includes three signature strengths of each member

➤ Character Strengths 360

- Get feedback from 10 or more people on the strengths they perceive most strongly describe you



Character Strengths-Based Exercises

➤ All Strengths

- ➔ Notice and name strengths in action

➤ Honesty

- ➔ This week, try stopping and thinking before you speak
- ➔ *Say what you mean and mean what you say*
 - E.g., Try not to tell lies for one week – even small ones

➤ Gratitude

- ➔ Three good things each day
- ➔ Top 10 things you are grateful for
- ➔ Gratitude Visit or Letter
- ➔ Letter of Appreciation



Character Strengths-Based Exercises

➤ Forgiveness

- ➔ This week, when people annoy you, try to respond with forgiveness not anger
- ➔ Letter of Forgiveness

➤ Teamwork

- ➔ Practice mindfulness actively in the community
 - E.g., Pick up after yourself, close doors, help others

➤ Kindness

- ➔ Carry out random acts of kindness
- ➔ Leave thank you notes
- ➔ Count kind gestures

➤ Love

- ➔ Tell someone you love that you love them



Character Strengths-Based Exercises

➤ Curiosity

- ➔ Try something new

➤ Prudence

- ➔ Think of healthy ways you can cheer yourself up when you feel low – how can you look after yourself well?

➤ Hope

- ➔ Visualise and write about your best possible future self—what do you need to do to make your dreams come true?
- ➔ Write your future diary

➤ Humour

- ➔ Three funny things each day
- ➔ Actively seek out those things that make you laugh



Think in Strengths Clusters

➤ Book of Life

- ➔ Create as a gift for a loved one
 - Photos, memoirs, clippings etc.

➤ Signature Strengths in a New Way

- ➔ Use top 5 strengths in a new way everyday

➤ One Door Closes, Another Door Opens

- ➔ Time in life when a negative event led to a positive outcome you were not expecting



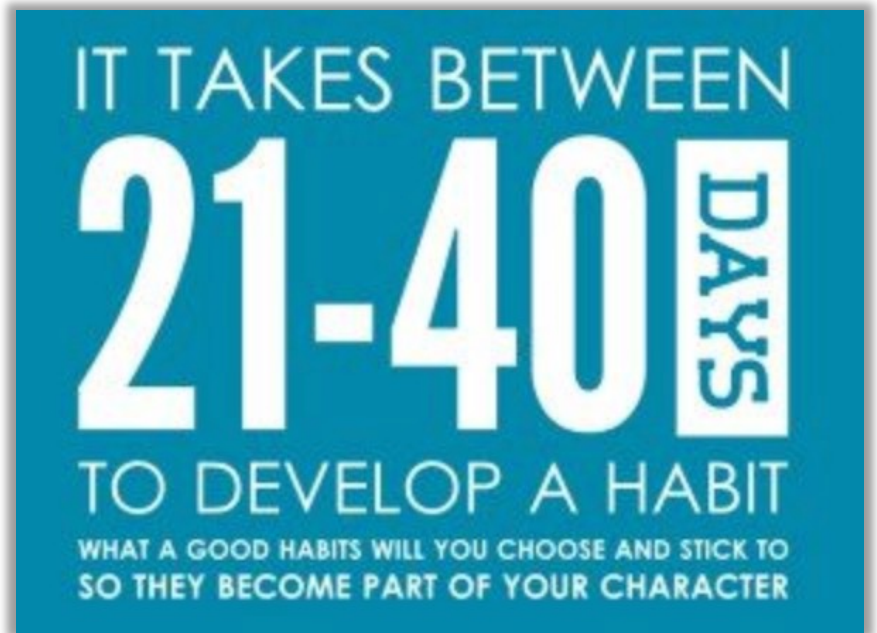
Gift of Time

1. Think of a person you care about
2. What could you do for this person that involves nothing more than giving your time?
3. Plan a gift of time for this person and give it, whether it means doing something with them or doing something for them on your own
4. Spend as much time as needed
5. Don't tell the person about your gift, let the gift speak for itself



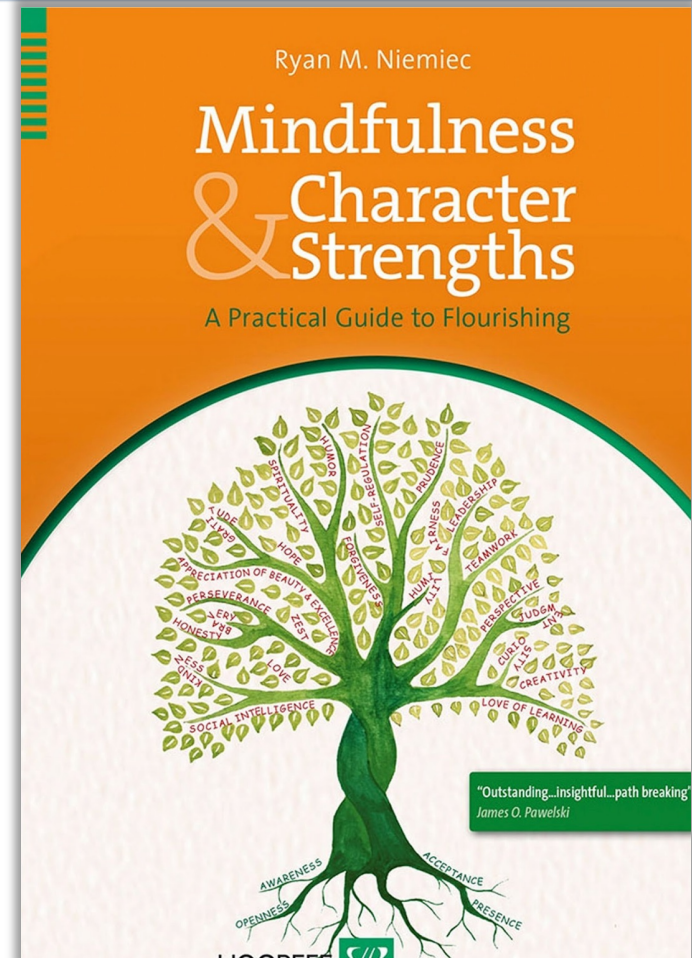
Change a Habit

1. This exercise involves changing some health-relevant habit
2. This may involve reducing or eliminating a habit you don't like or adding a new healthy behaviour
3. It is important to define the habit concretely so you can monitor change
4. Keep a journal of your progress



Mindfulness & Character Strengths

- **Mindfulness-Based Strengths Practice (MBSP)**
 - ➔ Use of mindfulness to boost character strengths
- **Integration:**
 1. **Strong Mindfulness:** Improving mindfulness practices by weaving in character strengths
 2. **Mindful Strengths Use:** Improving character strengths use by weaving in mindfulness
- **MBSP 8-session program**



Positive Psychology at the Movies

➤ Cinematherapy

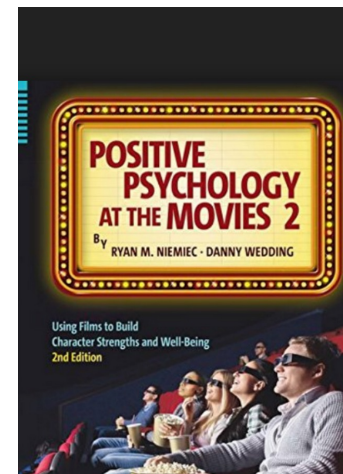
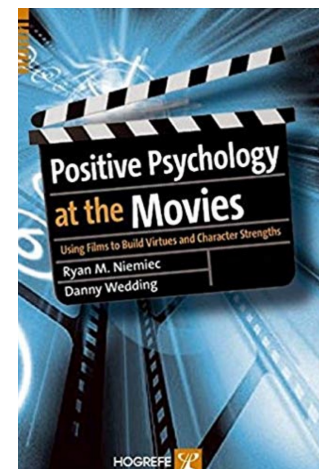
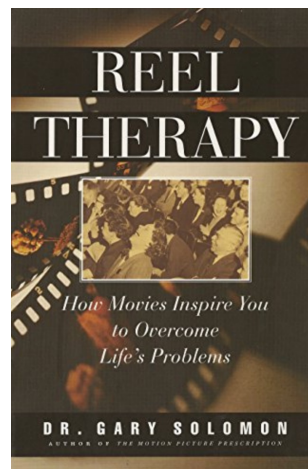
➔ The use of movies in psychotherapy

➔ Benefits:

- ➔ Building hope
- ➔ Providing role models
- ➔ Identifying and reinforcing strengths
- ➔ Facilitating communication
- ➔ Prioritise values

➔ Clinical outcomes

- ➔ Reduced depression/hopelessness
- ➔ Grief/death acceptance
- ➔ Eating disorder
- ➔ Emotional Disturbance



Positive Psychology at the Movies

Movie

1. Inside Out
2. Home & Trolls
3. Runaway Bride
4. The Pursuit of Happyness
5. Pele: The Birth of a Legend
6. It's a Wonderful Life
7. Hidden Figures
8. Avatar
9. Forest Gump
10. The Shawshank Redemption
11. Field of Dreams
12. Cast Away

Psychotherapeutic Application

1. Emotions
2. Friendship
3. EUPD
4. Persistence
5. Paragon of triumph over adversity
6. Gratitude, Suicidal Ideation
7. Inspiration, Hope
8. Identity, Self-Schema
9. Death, Freedom, Isolation, Meaninglessness
10. Everything!
11. Prudence
12. Isolation, PTG



Positive Technology

➤ Positive Design

- ➔ The mechanisms and manifestations of design that stimulate human flourishing

➤ Apps:

➔ Journal

- ➔ Journey, Memento, My Diary

➔ Family Organiser

- ➔ Family Hub App, Google Calendar, Microsoft To Do, Cozi

➔ Teams/Groups

- ➔ Huddle, WhatsApp, Team App

➔ Health

- ➔ Fitbit, DBT Coach, Habit Bull

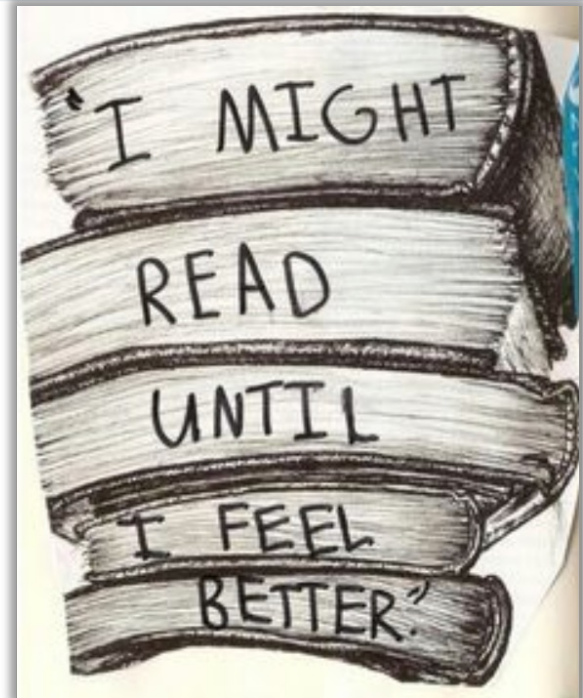
➔ Happiness

- ➔ Live Happy, Calm, Head Space



Bibliotherapy

- The use of books as therapy in the treatment of mental or psychological disorder
- Clinically useful for fleshing out psychological nuances in functioning
 - ➔ Mental processing
 - ➔ Cognition and flow
 - ➔ Black/White thinking (splitting)
 - ➔ Grandiosity
 - ➔ Holism/The Now (Gestalt)
 - ➔ Embodiment
 - ➔ Transcendence



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Train Your Mind

➤ Meditation

- ➔ Calm app
- ➔ Jeff Warren
 - ⇒ 30-days How to Meditate
- ➔ Masterclasses
 - ⇒ Rethinking Depression
 - ⇒ Discovering Happiness
 - ⇒ The Power of Rest
- ➔ LeBron James
 - ⇒ Train Your Mind I & II
- ➔ Sleep Stories
- ➔ 7 Day series
 - ⇒ Anxiety, Focus, Gratitude, Happiness



www.calm.com



Resource List

Positive Psychology:

- Character strengths and virtues (Seligman & Peterson)
- Handbook of positive psychology (Snyder & Lopez)
- Positive psychological assessment (Lopez & Snyder)
- Positive psychology in practice (Linley & Joseph)
- A primer in positive psychology (Peterson)
- Oxford handbook of methods in positive psychology (Ong & van Dulmen)
- Positive psychology (Snyder & Lopez)
- The Oxford handbook of happiness (David, Boniwell, & David)
- Positive psychology interventions in practice (Proctor)
- A life worth living: Contributions to positive psychology (Csikszentmihalyi & Csikszentmihalyi)
- Positive psychology: A science of happiness and human strength (Carr)
- Average to A+: Realising strengths in yourself and others (Linley)
- Person-centred psychopathology: A positive psychology of mental health (Joseph & Worsley)

Positive Psychology & Virtues in psychotherapy:

- Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment
- Flourish: A new understanding of happiness and well-being – and how to achieve them (Seligman)
- Flow: The classic work on how to achieve happiness (Csikszentmihalyi)
- Mindfulness and character strengths: A practical guide to flourishing (Niemiec)
- Positive psychology at the movies 2 (Niemiec & Wedding)
- Character strengths interventions: A field guide for practitioners (Niemiec)
- Virtue and psychology: Pursuing excellence in ordinary practices (Fowers)
- Reason, virtue, and psychotherapy (Macaro)



Resource List cont.

Existential Philosophy:

- The discovery of being (May)
- On becoming a person (Rogers)
- Beyond psychology (Rank)
- Toward a psychology of being (Maslow)
- Love & will (May)
- Nausea (Sartre)
- The consolations of philosophy (Botton)
- The myth of Sisyphus (Camus)
- Man's search for meaning (Frankl)
- The divided self (Laing)
- Knots (Laing)
- The courage to be (Tillich)
- Everyday mysteries (van Deurzen)

Psychotherapy:

- The gift of therapy (Yalom)
- Travels with Epicurus (Klein)
- Love's executioner and other tales of psychotherapy (Yalom)
- Get me out of here: My recovery from borderline personality disorder (Reiland)
- The examined life: How we lose and find ourselves (Grosz)
- Staring at the sun: Overcoming the dread of death (Yalom)
- Nerdy, shy, and socially inappropriate: A user guide to an Asperger life (Kim)



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*Thank
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