Greetings from the Chair

Jeana L. Magyar-Moe, Ph.D.
University of Wisconsin – Stevens Point
Chair- Positive Psychology Section

“Giving positive psychology away” is a phrase that I hear often when talking to others about positive psychology and in reading the literature. It seems that the goal of many positive psychology scholars and practitioners is indeed to utilize the information from positive psychology scholarship to develop interventions and applications for the public at large. I have noticed throughout my own work as I teach new classes or workshops on positive psychology topics that more and more people are becoming familiar with what positive psychology has to offer. However, there are still many folks for whom positive psychology is a foreign concept. There are others who equate positive psychology with the multitude of self-help books that promise happiness through unresearched and unproven methods. In this edition of the Naming and Nurturing newsletter, Drs. RodHetzel, Danny Singley, and Susan Matlock-Hetzel provide a preview of the information they will be presenting in their 2009 APA symposium entitled “Campus Outreach and Positive Psychology: Theory, Research, and Practice” on how to give positive psychology away through evidence-based outreach programming on college campuses.

In keeping with the “giving positive psychology away” theme, Christy Khan shares her experiences at the First World Congress on Positive Psychology where many positive psychology enthusiasts joined together to discuss various applications of this growing body of scholarship. Eva Dreikurs Fergusson shares her thoughts on the relationship between Positive Psychology and Adlerian Psychology and how scholars in both fields may be able to join together to strengthen each other.

Finally, information regarding positive psychology programming at the upcoming APA Convention and details regarding several books and articles on positive psychology topics recently published by Section members are highlighted. I hope that through reading this newsletter that you will discover the means and inspiration necessary to help us continue to give positive psychology away.
The three main articles in this newsletter focus on the application of positive psychology theory and research to outreach and prevention services at university counseling centers (UCCs). The present article reviews the mental health needs of college students and provides a definition and conceptual basis for outreach and prevention services at UCCs. The second article describes positive psychology outreach programs at the University of California–San Diego and asserts the importance of ongoing program evaluation and evidence-based practice. The third article focuses on positive psychology practice by discussing outreach programs that have been implemented at Baylor University.

College student mental health has been receiving increased attention during the past several years. Mainstream news and media outlets have documented high-profile stories such as the shootings by Seung-Hui Cho on the Virginia Tech campus, the Elizabeth Shin case at MIT, and other student suicides and homicides on campuses across the country. Despite the understandable public alarm in response to these stories, it is appropriate to place incidents such as the Virginia Tech shootings in an appropriate context. As Cornell (2007) noted, acts of extreme or widespread violence on university campuses remain a statistically infrequent occurrence and are not representative of the college student population or reflective of overall college student mental health. Nonetheless, research has supported the increasing severity and complexity of mental health problems among college students in recent years. For instance, in an analysis of university counseling center client presenting problems over a thirteen-year period, Benton et al. (2003) reported an overall increase in fourteen of nineteen problem areas, noting that more students are experiencing “difficulties in relationships and developmental issues, as well as the more severe problems, such as anxiety, depression, suicidal ideation, sexual assault, and personality disorders” (p. 69). The annual surveys conducted by the American College Health Association similarly indicate that an increasing number of students are reporting symptoms (e.g., sadness, hopelessness, suicidal ideation) and behaviors (e.g., increased use of psychiatric medication) typically associated with mental health problems.

Colleges and universities clearly are under increased demand to respond to the growing mental health needs of their students. In the 2008 Counseling Center Directors Survey (Gallagher, 2008), 95% of respondents agreed that increasingly severe mental health problems are a continuing trend on their campuses. Results indicated that the pressure on UCC staff to manage increasingly severe and complex case loads has led to additional concerns, including staff burnout (64.4%), shortages during peak times (64.2%), decreased focus on students with normal developmental concerns (62%), and the need to end too many cases prematurely (33.5%). In spite of this increased demand, in recent years there has been an increasing number of budget cuts to UCC positions along with a trend towards outsourcing clinical services to other departments and agencies (Hodges, 2001). Kadison and DiGeronimo (2004) indicated that, in many cases, consideration for new resources is given first to areas that produce revenue over those that yield less revenue, and typically these do not include counseling and other student services.

In light of the increased clinical demands and limited clinical resources, how can UCCs best meet the mental health needs of college students? One way is to “give psychology away” or “reach out” to the student by offering non-traditional services that are targeted to specific campus populations and settings. Indeed, the International Association of Counseling Services (IACS, 2000) asserted that one of the primary functions of university counseling centers is to provide outreach and prevention services to help students in identifying and learning skills which will help them to meet their educational and life goals. The IACS standards state that counseling centers must provide programs that are “focused on the developmental needs of students that maximizes their potential to benefit from an academic experience” and “help students acquire new knowledge, skills and behaviors, encourage...

Continued on next page
positive and realistic self-appraisal, foster personal, academic and career choices, enhance the ability to relate mutually and meaningfully with others, and increase the capacity to engage in a personally satisfying and effective style of living.” (IACS, 2000). Outreach and prevention services not only provide UCCs with an opportunity to reach those students who are less likely to utilize traditional counseling services, but also can allow UCCs with limited resources to respond proactively to the growing mental health needs on campus. The key to effective outreach services is to focus on prevention rather than remediation, to reach students while their mental health needs are manageable, and to equip students with the needed resources to prevent or minimize distress and impairment. As documented by the other articles in this newsletter, positive psychology’s focus on strengths and well-being provides a useful framework for campus outreach and prevention services.

In developing and implementing outreach and prevention services, it is useful to consider the following two dimensions: staff involvement and student contact. These dimensions are illustrated here in a table at the end of this article.

The first dimension to consider is the degree of staff involvement required by the outreach program. Passive involvement typically requires more staff resources in the development and initial implementation of outreach services (e.g., developing posters to display on campus, arranging campus-wide mental health screenings), but allows staff to devote time and energy to other services or activities once the outreach program has been established. On the other hand, active involvement requires the ongoing attention of staff throughout the semester to maintain the program (e.g., collaborative partnerships with residence halls or other campus departments). While it is ideal for staff to remain actively involved in the outreach programs they develop, there are peak times during the academic year (e.g., midterms, finals, etc.) in which there is a greater demand for clinical services, or staff resources are needed for other services or programs (e.g., crisis response teams for student deaths or campus tragedies).

The second dimension to consider is the degree of student contact involved with the outreach program. Programs that involve indirect student contact typically focus on equipping other members of the campus community to help meet the needs of students (e.g., training residence hall staff in hope interventions), but do not necessarily involve direct interactions with the students for whom the programs were developed. On the other hand, programs that involve direct student contact allow staff to meet with students individually or in large or small groups (e.g., presentations on strengths development to leadership groups, resilience training for provisionally-admitted students). Certainly, direct student contact allows staff to have greater control not only in the implementation and management of the outreach program, but also a better opportunity to assess student response to the program, troubleshoot potential problems or make modifications as needed, and ideally ensure a high quality and consistency of services. Outreach programs involving indirect student contact allow UCC staff to “help the helpers” by offering their knowledge and expertise on issues related to psychology, behavior, and human development, and forging collaborative partnerships with other departments that can offer their own unique areas of expertise. Such programs acknowledge that it “takes a campus to educate a student,” and can empower staff in other departments as well as contribute to a campus environment that is better able to meet the needs of students, which at times can seem daunting and complex, even to the most seasoned professional.

Positive psychology has much to offer UCC staff who are interested in developing outreach and prevention programs. The field of psychology historically has focused most of its attention on pathology and mental illness. The emergence of positive psychology as a distinct academic and applied discipline has helped to remind the psychology profession of its other mission to promote human strengths.
and psychological well-being. As noted by Sheldon and King (2001), positive psychology can help psychologists “adopt a more open and appreciative perspective regarding human potentials, motives, and capacities” (p. 216). Moreover, positive psychology—which is commonly defined as the scientific study of positive character traits and strengths, positive subjective states and emotions, and institutions that promote positive living (Seligman, 2002)—fits closely with the purpose of goals of outreach and prevention services, particularly as defined by IACS.

Figure 1. Staff involvement and student contact in outreach and prevention programs.

<table>
<thead>
<tr>
<th>Student Contact</th>
<th>Passive</th>
<th>Active</th>
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<tbody>
<tr>
<td>Indirect</td>
<td>e.g., time-limited training with other campus departments</td>
<td>e.g., ongoing partnerships with other campus departments</td>
</tr>
<tr>
<td>Direct</td>
<td>e.g., posters, online resources for students</td>
<td>e.g., mentoring student groups, presentations to students</td>
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“At Last: A Wedding for Us All” at APA

Division 17, Society of Counseling Psychology’s Section for Lesbian, Gay, Bisexual, and Transgender Issues (LGBTI), Division 44, the Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues, the Section on Positive Psychology, and several other Divisions and Sections invite all APA attendees and guests to attend a celebratory ceremony and gathering: "At Last: A Wedding For Us All." This event will be a legal wedding for those who are unable to marry in their home states.

To RSVP, become a sponsor, or to sign up to be married, visit us at: http://www.div17.org/slgbti/Wedding.htm

Put Your Positive Psychology Theory Into Practice

By

Susan Matlock-Hetzel, Ph.D. Baylor University

As student development professionals, counseling center staff members have a unique role in helping to promote the total development of college students. Although counseling centers provide traditional clinical services (individual and group counseling and psychotherapy) to assist students in their development, there has been a call for counseling centers to provide other services to help meet the ever-expanding needs of students. Consequently, as mental health problems on university campuses have increased, so has the need for counseling center outreach initiatives. Kadison and DeGeronimo (2004) state that “odds are now 50-50 that a student entering college will become depressed or experience some other problem during the college years.” Given these staggering numbers and the IACS (2000) definition of outreach as an activity that maximizes student potential to benefit from an academic experience, the discipline of positive psychology offers a unique approach in addressing these issues.

As a discipline, positive psychology focuses on the scientific study of positive traits (e.g., character strengths and virtues), positive emotional states (e.g., hope, life satisfaction), and positive institutions (e.g., universities, families, faith-based groups). Outreach initiatives provide a wonderful and creative opportunity for professionals to put positive psychological theory and research into practice. Outreach programming can assist students in identifying, developing, and applying their personal and uniquely configured positive traits and positive emotional states within positive institutions.

The Baylor University Counseling Center (BUCC) and Division of Student Life have collaborated in strengths education and programming for the past several years; purposefully identifying itself as a positive institution. Based upon studies showing that the
systematic development of strengths among undergraduate students can increase, among other variables, academic self-efficacy, academic engagement, and academic persistence among college students (cf. Hodges & Clifton, 2004). For this reason, all new Baylor students complete the Clifton StrengthsFinder assessment device prior to their enrollment. Once arriving on campus, and continuing throughout their enrollment at the university, students are exposed to strengths development in multiple contexts and settings, including academic and student life orientation, residence hall programming, curricular and co-curricular activities, and career counseling.

With their training and knowledge in psychological theory, empirical research, and clinical services, counseling center psychologists have played central roles in developing and implementing these strength-based programs. Program evaluation research has supported the efficacy of these programs.

The theme of the BUCC is “Living Well – Learning Well.” The mission of the Center is to increase awareness and identification of mental concerns as well as mental health. As outlined in the BUCC’s planning chart above, Outreach programming focuses on four main areas of content 1) Depression/Suicide, 2) Alcohol, 3) Disordered Eating, and 4) Sexual Assault. Within each of these areas, programming is developed from an active and/or passive perspective, a preventative or remedial perspective (See Rod Hetzel’s article in this issue for a description of these perspectives), and with the purpose of developing positive states and traits of students and the institutions that serve them.

Three specific outreach programs through the BUCC are the New Life/New Hope program (passive and preventative), a resiliency class (active and preventative), and the Living Life Optimally group (active and preventative).

New Life/New Hope Program: On move-in day, each new student is greeted in their resident hall room with a welcome gift from their Community Leader (aka Resident Assistants on some campuses) and with a HOPE card from the BUCC. On each card is the BUCC contact information and our “Living Well/Learning Well” theme, a colored picture, and a quote from a variety of well-known people who symbolize hope. HOPE cards are also placed at the check-out counters in the campus bookstore the first week of classes.

Resiliency Class: BUCC psychologists developed and taught an eight-week academic course that was designed to help students increase their resiliency through discovering their individual strengths and developing skills to persevere and adapt in the face of adversity. Because recent research suggests that resilience may be a
better predictor of academic performance than traditional IQ scores (cf. Ungar, 2004), this course had been developed with the hope that it would increase resilience, and thus academic performance and retention, among students. Reivich and Shatte (2002) was selected as the required text and an individualized curriculum, complete with student workbooks and journals, was developed. This course focused on helping students to: 1) identify the academic and personal situations that most consistently challenged their coping resources, 2) understand how their cognitive style affected their emotional and behavioral reactions to adversity, and 3) learn more effective solutions to their problems through cognitive restructuring, relaxation skills, and distraction techniques. Initially offered as a one-credit personal development course, the class was subsequently incorporated into six sections of a sixteen-week college reading and study skills course that was required for all students with provisional admission to the university.

Living Life Optimally (LLO) Group: Collaborating with professionals in Baylor University’s Office of Campus Living and Learning, psychologists from the BUCC lead an eight-week psycho-educational group within a female residential hall. The group meets once a week and participation in the group is strictly voluntary. Group content focuses on identifying and exploring practical ways of using one’s character strengths (traits), emotional states (i.e. hope, self-confidence), and positive institutions (Baylor, living and learning residence hall, residential floor) in promoting and maintaining well-being, personal development and academic success. Topics covered over the eight-week period include: 1) Living the Optimal Life – you at your best, 2) Happiness – pleasure, engaged, meaning, 3) Living a life of meaning – Altruism, 4) Mindfulness & Gratitude, 5) Hope, 6) Resilience, 7) Leadership & Teamwork, 8) Lifelong Living – Lifelong Learning.

At the beginning of the group participants are provided a LLO personal journal and Dr. Martin E. Seligman’s book Learned Optimism: How to change your mind and your life. Each week, a combination of didactic teaching, experiential exercises, and group discussions are utilized to explore and highlight each topic. To strengthen the integration of the material discussed, group members collaboratively select a positive exercise to do individually throughout the upcoming week (i.e. say five positive things to one person during the course of one day), journal their insights upon completion of the exercise, and come prepared to share their insights with the group the following week. Throughout the program movie clips are shown emphasizing specific concepts and themes.

The above are just a few examples of how we at the BUCC utilize positive psychology constructs in both developing and implementing outreach initiatives on our campus. Positive psychology theory and research are foundational in guiding both the delivery and content of the outreach programming at Baylor University. We hope (pun intended) that our actions (outreach) do speak as loud as our words (therapy).

Evidence-Based Positive Psychology in Campus Outreach
By
Danny Singley, Ph.D.
Essential Learning, LLC
Communication Officer, Section on Positive Psychology

I’m very happy to have this opportunity to share my thoughts about the role that positive psychology research can play in outreach on campus. The burgeoning positive psychology movement has spawned a number of approaches to outreach that share counseling psychology’s focus on identifying and developing strengths. Those of us who have the privilege of working on college campuses generally understand that we need to foster strengths in those we serve while also engaging the larger campus community in effective outreach that applies best practices. I believe that

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counseling psychology’s strong emphasis on cultivating scientist-scholar-practitioners provides an ideal backdrop for providing top-notch, research-based outreach to the campus community.

During its August 2005 meeting, the APA Council of Representatives penned the following definition of evidence-based practice in psychology (EBPP): “The integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences.” Unfortunately, there are no such guidelines for campus outreach.

Psychologists are often asked to conduct outreach with students and other campus personnel, but often don’t include well-researched positive psychological principles. Furthermore, attempts to empirically evaluate the effectiveness of such outreach programming are usually absent. One reason for this disconnect may be that the Society of Counseling Psychology’s journals have traditionally paid scant attention to research and theory on strength-based outreach. Perhaps even more importantly, when faced with few resources and mounting responsibilities, campus psychologists are likely to employ “outreach as usual” rather than developing an evidence-based approach to identifying and developing students’ strengths. Let’s face it—who wants to have to fill out an IRB application every time you have to do outreach? Still, in order to develop more sophisticated approaches to strength-based outreach, psychologists should indeed incorporate research in the design, implementation, and evaluation of these programs.

I’m thrilled to be presenting on this topic along with Rod Hetzel and Susie Matlock-Hetzel during our Section’s official conference program in the upcoming APA conference. My section will cover the content and results from two ongoing outreach programs conducted at the University of California–San Diego and UC–Irvine, and I would like to give a brief overview here of what I’ll be covering more in-depth at APA.

Goals in Action (GIA) – This program targets students subject to dismissal for academic trouble, and the protocol involves inviting these students to take part in five weekly, 75-minute workshops facilitated by trained psychologists and trainees. Topics covered include time and stress management, facilitating hope, goal-setting, identifying strengths, and garnering social support for academic pursuits. All participants take part in behavioral “homework” between meetings in which they are required to:

- maintain a planner
- seek support from their assigned GIA “study buddy”
- talk with professors and TA’s
- observe and approach others students in their classes
- form study groups
- explore and utilize campus resources

Currently in its third year at UCSD, UC-Irvine has now adopted the program, and will be conducting it for the third quarter in Fall 2009. Results have varied somewhat across quarters, but general findings show a trend in which – compared with comparable students who do not attend GIA – students who participate in GIA evidence significantly higher post-test psychosocial functioning (self-efficacy, goal progress, social support, and hope) and academic performance (quarterly GPA, credits completed).

The LiveWell Program was designed to help freshman residents manage college life and effectively cope with stress through a multidisciplinary approach to wellness involving reflection, goal setting, and learning and active participation in especially designed activities. Students who took part completed a self-report battery of pre-and post-test assessments, and were required to take part in three different wellness-based activities throughout the quarter in which they participated. The three wellness activities are described below.

1) Wellness Workshops on a variety of topics including stress and time management, healthy eating, goal setting, sleep hygiene, healthy relationships, sexual health, and rock climbing.

2) A weekly recreation class such as yoga, core conditioning or kickboxing.

3) Individual meetings with a trained peer wellness coach who helped participants to set wellness goals based on their results of their online wellness self-assessment.

The results have been promising. Students who took part have shown significantly higher post-test psychological life satisfaction and mental health than students who did not participate, along with a significant decrease in stress.

I based the interventions for both these programs...
on well-established positive psychological theory including Bob Lent’s social-cognitive model of life satisfaction (Lent, 2005) and Hope theory (Snyder, Rand, & Sigmon, 2002) as a framework for assessment, programming, and program evaluation. Getting involved in research as a graduate student played a big part in how I develop programs, and I have been lucky to get constant encouragement to keep doing research. I’d like to take the rest of this article to share some personal experiences that inform why I think that counseling psychologists are ideally suited to this kind of work on campus.

As a trainee, I happened to get a series of lucky breaks that have allowed me to stay involved in research without needing to do be in a tenure-track position. The first break was conniving my way into the University of Maryland and finding myself surrounded by faculty and students who were very supportive of research. Bob Lent was my Advisor, and I was struggling with narrowing my focus for my master’s thesis topic. He encouraged me to “stand on the shoulders of giants” by extending some existing study. My first reaction was, “But I want to do something new and creative!” At that point, I still felt that “incorporating research” basically meant “do somebody else’s research.” However, by taking his advice, I was able to take part in a variety of research projects and training experiences that have opened up new worlds for me both personally and professionally. I ended up devoting my thesis and dissertation projects to developing a social cognitive model of life satisfaction, and that research has played a huge role in my career so far.

During a Post-Doc fellowship at UC, San Diego’s Counseling and Personnel services, I was given an opportunity to do positive psychology outreach research that has proven to be a formative early-career experience. The Vice Chancellor had asked the Director of CAPS to develop an intervention program aimed at helping underperforming students to improve academically – and was willing to devote considerable resources to a program that could show tangible results. My Director tasked our Training Director, who promptly tasked me with doing it. Being the lowest person on the totem pole, I was stuck with the gig. I quickly busied myself with the job of identifying what was already being done on campus, what the literature suggested would be most effective, and then developing the protocol, methodology, and evaluation approach. I ended up drawing on a host of approaches including such disparate approaches as social cognitive theory, goal theory, hope theory, acceptance commitment therapy, positive psychotherapy, and strengths development.

I called Bob to tell him what I was up to. He responded with something like “Egads- you’re applying the model to an intervention program?! You’re going beyond the data again, Danny...” To which I responded, “Maybe so, but I’m just following your advice. Got any room left on your shoulders?”

In looking around campus to partner with the other folks on campus whose jobs involved providing much-needed support for students, I found myself getting some push back from people who seemed suspicious about why this young psychologist was on their turf. What’s more, hardly anyone was able to tell me anything about the empirical basis for their existing programming, or to give me concrete data about their outreach efforts’ effectiveness. In fact, just asking for that kind of information got me some pretty rude looks.

The politics around conducting the GIA and LiveWell programs were yet another level of professional development. I was prepared to defend the program’s content, methodology, and analyses at the drop of a dime – but hadn’t realized how strongly campus politics intersect with what always seemed straightforward-let research guide you. Someone’s pet “outreach as usual” project may or may not have anything to do with research. There is no doubt that my ability to show tangible, statistically-significant results is what kept campus leadership interested in growing the program. Even more importantly, by assessing participants’ psychosocial functioning (social support, self-efficacy, goal progress, hope, and life satisfaction), I was able to demonstrate to campus leaders not just that these factors related to academic performance –but also how.

So the bottom line is that counseling psychologists need to be involved in campus outreach because we are scientist-practitioners with an eye toward what’s going right with those we serve.
Positive Psychology Section Member, **John Chambers Christopher**, recently co-authored a special issue on Positive Psychology in the journal *Theory and Psychology*. (Complete Citation: Christopher, J., C., Richardson, F. C., & Slife, B. D. (2008). Thinking through positive psychology. *Theory and Psychology*, 18. 555-561).

Positive Psychology Section Member, **Collie Wyatt Conoley**, recently co-authored a book entitled *Positive Psychology and Family Therapy: Creative Techniques and Practical Tools for Guiding Change and Enhancing Growth* (published by John Wiley & Sons).

Positive Psychology Section Member and Former Chair, **Shane Lopez**, launched the Student Poll with Gallup this past March which will measure Grade 5-12 students’ levels of hope, engagement, and well-being. He also recently edited the *Encyclopedia of Positive Psychology* (published by Wiley-Blackwell) and *Positive Psychology: Exploring the Best in People* (published by Praeger). Numerous section members also contributed to these edited works.


Positive Psychology Section Member, **Christine Robitschek**, recently co-authored an article in the *Journal of Counseling Psychology* on Personal Growth Initiative as a predictor of mental health. (Complete citation: Robitschek, C., & Keyes, C. L. M. (2009). Keyes’ model of mental health with personal growth initiative as a parsimonious predictor. *Journal of Counseling Psychology*, 56, 321-329.)

Congratulations!!!

To have your good news included in future editions of this newsletter, please send your announcement to Jeana Magyar-Moe at imagyarm@uwsp.edu
It’s not every day that you see the likes of Barbara Fredrickson, Mihaly Csikszentmihalyi, Ed Diener, Sonja Lyubomirsky, and Marty Seligman in the same place, but June 18, 2009, was not like every other day. On that day, I was one of over 1,500 positive psychology researchers, scholars, teachers, practitioners, students, and media enthusiasts from across the globe who gathered in Philadelphia, PA, at the Sheridan Philadelphia City Center to convene the First World Congress on Positive Psychology sponsored by the International Positive Psychology Association (IPPA). This truly was an international event, drawing participants from 6 of the 7 continents and representatives from academia, private practice, the medical community, the military, and the media: all in the name of positive psychology.

The night of the opening session, the room was abuzz with excitement. As I settled into my chair surrounded by fellow positive psychology enthusiasts, I listened to Diener introduce Seligman, and Phil Zimbardo, who shared the stage dressed in jeans and t-shirts. Moments into the introduction, however, the three of them were up on their feet groovin’ to the beat of Santana prior to delivering talks on happiness, positive education, and heroism. And with everyone in the room on their feet, smiling and laughing, an upbeat, relaxed tone was set for the World Congress.

For the next three days, researchers like Carmelo Vásquez, Robert Vallerand, Giovanni Fava, Barbara Fredrickson, Mihaly Csikszentmihalyi, and Sheldon Cohen gave invited addresses on new areas in their research, and various symposia and workshops were presented on topics ranging from passion to positive management, positive education to positive psychotherapy. Many posters from researchers and students were also presented in two poster sessions.

My favorite part of this conference was networking. One of the unique features of this conference was the introduction of brown-bag lunch roundtable discussions. During the lunch break, over 20 different topics were discussed by people from various cultures, educational and work backgrounds, all in the interest of moving positive psychology forward and “giving it away.” Even outside the context of lunch discussions, I was able to talk with many students and researchers from places like Australia, Denmark, and Portugal about how to enhance things like positivity, flow, courage, and resilience. For me, one of the energizing parts to this conference was watching people enthusiastically converse over drinks, in the hallways, and in the restaurants about what is being done to enhance well-being and move the science of positive psychology forward all over the world.

I found this conference-going experience to be fun and enjoyable (when the context is around what makes people happy, how could it not be?), I learned a lot, and I even found the time to eat a Philly cheese steak sandwich. Keep an eye out for the dates of the next conference, tentatively set to take place in England.

The Gallup Summit Fall 2009 will take place September 15-17, at The Gallup Building in Washington, D.C. The conference will highlight discoveries and best practices in driving world-class performance. The summit will feature keynote speakers and small group workshops that will focus on these key areas:

Best practices in managing employee and customer engagement. Participants will explore the best ways to support local managers in engaging customers and employees and the common organizational barriers that block their success.

Best practices in recruiting, hiring, and developing talented employees. Participants will learn how the best organizations recruit and hire employees, develop and capitalize on their employees’ talents, and align development with succession planning decisions.

For more information, see: http://www.gallup.com/consulting/111808/gallup-summit.aspx
Positive Psychology Programming at APA
Please note, this list may not be exhaustive, so please refer to your convention catalogue as well.

Positive Psychology Section Business Meeting and Social Gathering
In addition to reviewing accomplishments over the past year, discussing plans for the upcoming year, and finding out who is interested in filling the Chair-Elect and several other representative positions on our executive board, we would like to get more familiar with our section membership, through some good old social interaction. We are planning to provide snacks at the meeting and we have a host of gift cards for Amazon.com that we will be giving out as door prizes. You don’t want to miss out on this opportunity for sharing your ideas with some great company, having a bite to eat, and possibly walking away with a gift card! Division 17 Hospitality Suite located at the St. Andrew’s Club & Conference Centre 150 King Street West, 27th Floor, L3 Friday, August 7th from 10-Noon

Symposia

Positive Psychology Section Sponsored Symposium: Campus Outreach and Positive Psychology: Theory, Research, and Practice By Drs. Rod Hetzel, Danny Singley, Susan Matlock-Hetzel, and Sherry Benton. You won’t want to miss this excellent opportunity for getting useful information on how to implement outreach and prevention services at university counseling centers, based on positive psychology theory and research findings from multiple ongoing positive psychology-based outreach programs. All presenters will focus on the need for outreach programs to be grounded in positive psychology theory, implemented in practical and relevant ways to meet the needs of college students, and evaluated as part of a broader commitment to providing evidence-based services. Friday, August 7 from 3:00-3:50 Meeting Room 810 of the Moscone Toronto Convention Centre

Strengths-Based Supervision and Training Thursday, August 6 from 3-3:50 Meeting Room 709 of the Moscone Toronto Convention Centre

Taking Action Against Racism—Enhancing Adolescents’ Strengths in Secondary Schools Thursday, August 6 from 12 – 12:50 Meeting Room 713B of the Moscone Toronto Convention Centre

Moscone Toronto Convention Centre

Positive Aging: A Strengths-Based Approach to Adaptation in Later Life Saturday, August 8 from 9-9:50 Meeting Rooms 201 E and F of the Moscone Toronto Convention Centre

Coping Strategies for Recent Migrants: Cultural, Social, and Personal Strengths Saturday, August 8 from 12-1:50 Meeting Room 202D of the Moscone Toronto Convention Centre

Positive Psychology Exercises---Finding What Works Best for Whom Thursday, August 6 from 8-8:50 Meeting Room 203B of the Moscone Toronto Convention Centre

Positive Organizational Interventions to Enhance Employee Health and Productivity Friday, August 7 from 8-8:50 Meeting Room 103A of the Moscone Toronto Convention Centre

Treating Trauma Resulting From Race Related Violence With Treatment Strategies Informed by Positive Psychology Saturday, August 8 from 1-1:50 Meeting Room 711 of the Moscone Toronto Convention Centre

CE Credit Available for this Symposium: 1 hour. (There are no additional fees to attend CE sessions; however, there is a processing fee to claim CE credits. Member--$15, Nonmember--$20)

Contextual Influences on Racial and Sexual Socialization Among Ethnic-Minority Youth---Implications for Social and Emotional Well-Being Sunday, August 9 from 9-9:50

Innovative and Positive---Interventions to Enhance College Men’s Wellness Sunday, August 9 from 9-9:50 Meeting Room 715A of the Moscone Toronto Convention Centre

Interplay of Culture, Coping, and Psychological Well-Being Sunday, August 9 from 12-12:50 Meeting Room 202 of the Moscone Toronto Convention Centre

Forgiveness---Pathways for Conflict Transformation and Peace Building Thursday, August 6 from 12-12:50 Meeting Room 203B of the Moscone Toronto Convention Centre

Continued on next page
Workshop

Building Your Own Positive Psychology Therapy or Coaching Group Friday, August 7 from 2:30-3:50 Meeting Room 205C of the Moscone Toronto Convention Center CE Credit Available for this Workshop: 2 hours. (There are no additional fees to attend CE sessions; however, there is a processing fee to claim CE credits. Member--$30, Nonmember--$40.)

Plenary Session

Happiness in Turbulent Times Saturday, August 8 from 3:00-3:50 Meeting Room 801A of the Moscone Toronto Convention Centre CE Credit Available for this session: 1 hour. (There are no additional fees to attend CE sessions; however, there is a processing fee to claim CE credits. Member--$15, Nonmember--$20.)

Posters

Please note: Due to the large number of poster sessions across divisions, only those posters that were reported by Section members through a post requesting such information on our list serve are provided here.

An examination of the relationship between hope and self-compassion Location: Intercontinental Toronto Center Hotel, Ballroom A Date: August 6, 2009 Time: 6:00pm-6:50pm

Hope and Coping in the face of chronic adversity Intercontinental Toronto Center Hotel, Ballroom A August 6, 2009, 6:00pm-6:50pm

Teaching Gratitude to Grade School Students: Well-Being and Positive Emotion Outcomes Exhibit Halls D and E of the Moscone Toronto Convention Centre (A-11) Friday, August 7, 3:30-5:00pm

Service--Learning in Positive Psychology: Effects on Well-Being and Learning Exhibit Halls D and E of the Moscone Toronto Convention Centre (A-12) Friday, August 7, 3:30-5:00pm

Congratulations to Dr. Melba Vasquez on her nomination for APA President! Thanks to all of you who contributed to making her nomination a huge success. Melba is a former president of the Society of Counseling Psychology (Division 17). In the President-elect nominations, Melba received an overwhelming majority of nomination votes ~ 1621 votes, to be exact, with the next nominee receiving 696. Your continued support is needed to assure Melba’s success. Here’s what you can do:

Visit Melba’s website at www.melbavasquezforapapresident.com

When ballots are distributed on October 15, contact all the psychologists you know and ask them to give Melba their #1 vote. If they are already committed to someone else, ask for their #2 vote.

Looking for a way to get more involved in Division 17? Nominate yourself for a Positive Psychology Section leadership position. For more details, see page 11.
Adlerian Psychology is Positive Psychology – and Much More
By Eva Dreikurs Ferguson, Ph.D.
Southern Illinois University, Edwardsville

This paper seeks to address a historical deficiency, in that positive psychologists may not know how closely their field is related to and actually mirrors the writings of Alfred Adler and other Adlerians. Leak and Leak (2006, p. 209) aptly indicated: “Adlerian theory and therapy, like positive psychology, see human virtues (e.g., tendencies toward love and cooperation) as sources of strength that serve as buffers against the deleterious effects of stress on well-being.”

Adlerian Psychology, also known as ‘Individual Psychology,’ had its origins in the early part of the 20th century. Most importantly, for a century it has been practiced in many countries and described in countless books and articles. The present paper seeks to help positive psychologists find relevant writings and organizations, so they can learn more about the origins and development of positive psychology a hundred years ago. As a young physician, Alfred Adler early in the 20th century sought ideas from Freud in Vienna, Austria. They met regularly to discuss some of their patients, and for some years Alfred Adler was closely associated with Sigmund Freud and other early pioneers in the fledgling field of modern psychiatry. By the outbreak of World War I the younger doctor could no longer support the narcissistic, pessimistic, self-oriented theory and practice of psychoanalysis. He developed his own positive psychology, and it has been flourishing ever since. What is astonishing is that many modern psychologists have no knowledge of the enormously effective work of Adlerian psychologists, educators, psychiatrists, counselors, and organizational leaders.

It is important for positive psychologists to know that the theory and practice of Alfred Adler and Rudolf Dreikurs and their many collaborators provided the first positive psychology and community psychiatry. Adler and Dreikurs emphasized encouragement, well-being, cooperation, and social interest as the foundation of mental health.

The emphasis on health, positive outlook, and socially constructive attitudes and actions that Seligman emphasized, important contributions though these were, failed to underscore that Adler long ago developed these ideas. In his writings on ‘positive psychology’ Seligman (1991; Seligman & Csikszentmihalyi, 2000; Seligman, Steen, Park, & Peterson, 2005) did not mention that these ideas were long ago advanced by Adler, Dreikurs, and others. Only cursory mention of Adlerian psychology was made in the Handbook of Positive Psychology (Snyder & Lopez, 2002). Higgins (2002) mentioned Adler on pages 352 and 359 and Mahoney (2002) on pages 746 and 748 mentioned Adler, but the overall pattern is clear. Leaders in the field of Positive Psychology do not seem to appreciate that a significant forerunner existed in their new field, that Alfred Adler from the early 20th century on was writing about the same issues they were. What is more important is that Adlerians developed detailed practical methods for the prevention and treatment of all types of difficulties in human functioning, and positive psychologists have an opportunity to learn these methods and the underlying ideas.

To emphasize prevention and to focus on the necessary aspects of positive human relationships, books are written on encouragement (Dinkmeyer & Dreikurs, 1998), marriage (Dreikurs, 1999), parenting (Dreikurs & Soltz, 2006), education of children (Adler, 1930; Dreikurs, Cassel, & Ferguson, 2004; Dreikurs, Grunwald,
family guidance and counseling (Grunwald & McAbee, 1999), group counseling and therapy (Sonstegard & Bitter, 2004), and individual therapy (Carlson, Watts, & Maniacci, 2006). It is noteworthy that the landmark school desegregation case of ‘Brown v. Board of Education’ was given critical foundation by Kenneth B. Clark (1967) on the basis of the influence of Alfred Adler. Kenneth B. Clark (1967), one time president of the American Psychological Association and the person credited with providing the significant data that persuaded Thurgood Marshall and the United States Supreme Court to eradicate racial segregation in schools, pointed out that the theory of Adler was pivotal in his own thinking. Clark (1967, p.181) said: "Without question, the most significant and persistent influence on my own thoughts and activities as a social psychologist has been the social dynamic theories of Alfred Adler." He further stated (1967, p. 182): "To the extent that Adlerian theory influenced my own thinking and research, and to the extent that my thoughts and writings have influenced in any way the civil rights movement, determines, at least in part, the extent to which ideas of Alfred Adler have contributed to the accelerated quest for racial justice in America."

The ideas of Adler have helped change racial relations in the United States and Adlerians have played a significant role in helping bring peace and cooperation in the world. Following World War II, Dreikurs developed Adlerian societies in countries in Europe and the Middle East. There is an active Adlerian society within North America (NASAP, see http://www.alfredadler.org/) and there are Adlerian training programs in many countries of the world. An international summer school developed in the early 1960s by Rudolf Dreikurs trains professionals and lay persons each year in a different country. This year, as a rare opportunity for persons living in North America, the 42nd annual ICASSI summer school is taking place in Tennessee July 19 – 31 [see http://www.icassi.net/ for the full program of courses]. Next year’s 2010 ICASSI summer school will take place in July in Romania (see http://www.icassi.net from September on for costs and courses). Persons attend from over 20 nations. They come to learn the methods and theory of Rudolf Dreikurs and Alfred Adler. The summer school was described in an APA publication (Ferguson, 2000b). There are courses on all aspects of prevention and treatment that pertain to positive mental health in school, at home, in the workplace, and in international relationships. The international reach is evident in many ways, including the fact that a book by Ferguson (2008) on Adlerian theory: An introduction, has been translated into Russian, Bulgarian, Greek, Hebrew, Lithuanian, German, Czech, and the Slovak language.

Adlerians themselves have written about the relationship of Adlerian psychology to Positive Psychology, and some have noted that more needs to be written to bring awareness of this relationship. Richard Watts (Carlson, Watts, & Maniacci, 2006) on pages 34 to 36 wrote that Adler’s influence has not been acknowledged by the main leaders in positive psychology. Leak and Leak (2006) wrote an extensive review of how Adler’s concept of ‘social interest’ is a major predecessor of ideas developed by positive psychology. Social interest, as the foundation of mental health for Adlerians, is a concept that positive psychologists should know, as it is the essence of positive psychology. As described by Leak and Leak (2006, p. 207): "Social interest is based on one’s identification with others and a transcendence of self-interest that results in a genuine concern with and striving for community and human welfare."

The writings of Ferguson (1989, 1999, 2000a, 2000b, 2001, 2003, 2004, 2006a, 2006b, 2007, in press; Serban & Ferguson, in press) highlight the health-promoting aspects of Adlerian psychology that can be of value for practitioners of positive psychology. Adlerian psychology promotes prosocial processes, social equality, cooperation, and encouragement in all arenas of human endeavors. If positive psychology theorists and practitioners wish to become familiar with the writings of Adler (1930, 1931, 1938) and Adlerians, they will find gold mines of wisdoms, principles, and methods. Adlerians have read the writings of positive psychologists. It is now time the latter read the writings of the former.

Appreciation is extended to Professor Richard E. Watts for helpful suggestions and reference materials.
References

References


Mahoney, M. J. Constructivism and positive psychology. In Snyder, C. R., & Lopez, S. J. (Eds.), Handbook of positive psychology. (pp. 745-750). New York: Oxford University Press.


Snyder, Rand, & Sigmon (2002)


Join Us!

Want to join the Positive Psychology Section?

Membership Application
Section on Positive Psychology of the Division of Counseling Psychology (17) of the APA

Positive psychology involves an attempt to move toward a more positive and appreciative perspective regarding motives, capacities, and human potentials. Counseling psychology historically and presently continues to be one of the few disciplines that highlights the values of fostering human capacities, satisfaction, and well-being. In some form counseling psychology always has been a vital part of promoting good health and preventing disease, including mental, physical, and social disorders for individuals and communities. It is in the context that this Section was formed. The aim of this group is to focus on how counseling psychology fosters and builds human strength and well-being and in pursuing this endeavor, furthers the development of positive psychological science and practice.

please print clearly – you can also fill out a digital version available at: http://www.div17pospsych.com/join.htm

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Date Awarded: ___________________________________
Work Setting/Position: ______________________________
Interests in Positive Psychology: ____________________
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Please mail or email to:
Jeana L. Magyar-Moe, Ph.D., L.P.
Chair, Division 17 Section on Positive Psychology
D239 Science Building - Psychology Dept.
University of Wisconsin - Stevens Point
Stevens Point, WI 54481
Jeana.Magyar-Moe@uwsp.edu