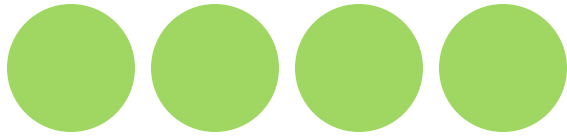




Strengths Academy

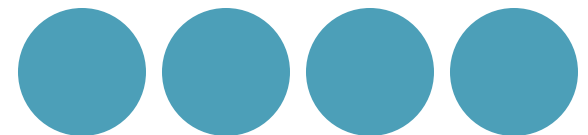
Positive Psychology On Campus

Azusa Pacific University



Presentation Objectives

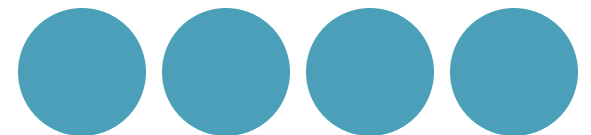
- Identify the two major discoveries in positive psychology and discuss how they inform college student development.
- Describe the role of hope, self-efficacy, and positive emotions in positive academic and personal outcomes.
- Highlight how capitalizing on strengths and positive emotions activates an upward spiral of growth.





Presentation Takeaways

- We can identify and use positive emotions and strengths to spark personal growth.
- We will continue to conceptualize, measure, and promote positive student outcomes.
- We know that individualization with students creates opportunities for refining personal and academic goals and for providing feedback on progress.
- I believe that I can be the greatest POSITIVE force in a student's life.





What is Positive Psychology?

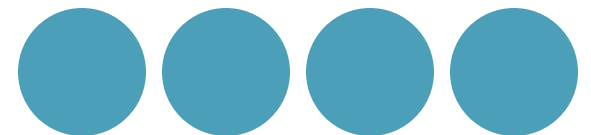
Positive psychology is the scientific and practical pursuit of optimal human functioning...

and it augments psychology's long-term focus on weakness and illness.





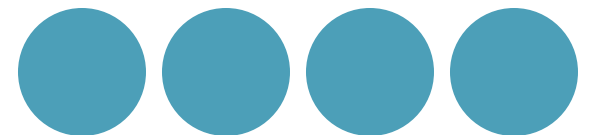
Positive Emotions Are Potent



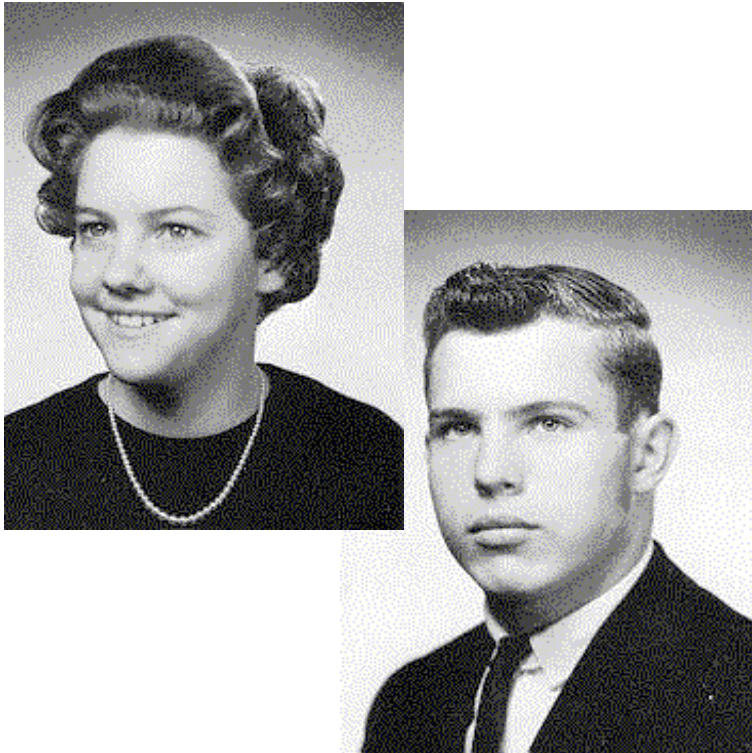


Positive Emotions

Positive emotional experience may lead students to pursue their interests more vigorously and think more expansively about subjects of interests. And related approach behavior may facilitate the development of relationships with colleagues and professors that would make learning an increasingly collaborative and rewarding process.



Did you smile in your college yearbook photo?



Harker and Keltner of the University of California-Berkeley found that positive emotional expression in college yearbook pictures correlates with the self-reported personality traits of affiliation, competence and low negative emotions across adulthood, even when controlling for physical attractiveness and social desirability.

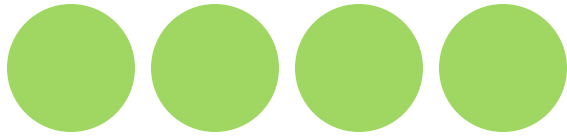
Your marital bliss may be associated with your yearbook photo.

What did you write in your admissions essay?

The Termites



The Nuns



What did you write in your admissions essay?

A Nun Study

Handwritten autobiographies from 180 Catholic nuns, composed when participants were a mean age of 22 years, were scored for emotional content and related to survival during ages 75 to 95. A strong inverse association was found between positive emotional content in these writings and risk of mortality in late life. As the quartile ranking of positive emotion in early life increased, there was a stepwise decrease in risk of mortality resulting in a 2.5-fold difference between the lowest and highest quartiles. Positive emotional content in early-life autobiographies was strongly associated with longevity 6 decades later (Danner et al., 2001).





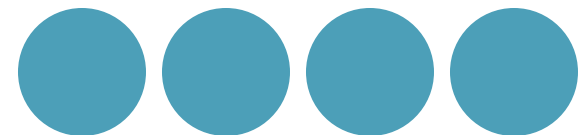
Gallup's Q12

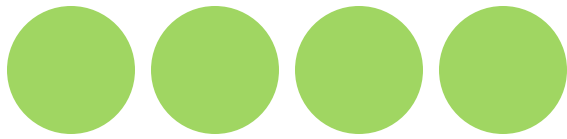
- At work, do your opinions seem to count?
- Does the mission/purpose of your company make you feel your job is important?
- Are your associates (fellow employees) committed to doing quality work?
- Do you have a best friend at work?
- In the last six months, has someone at work talked to you about your progress?
- In the last year, have you had opportunities at work to learn and grow?



Gallup's Q12

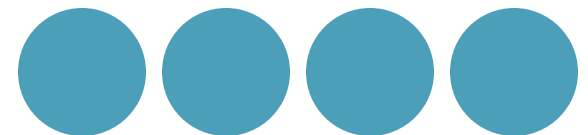
- Do you know what is expected of you at work?
- Do you have the materials and equipment you need to do your work right?
- At work, do you have the opportunity to do what you do best every day?
- In the last seven days, have you received recognition or praise for doing good work?
- Does your supervisor, or someone at work, seem to care about you as a person?
- Is there someone at work who encourages your development?

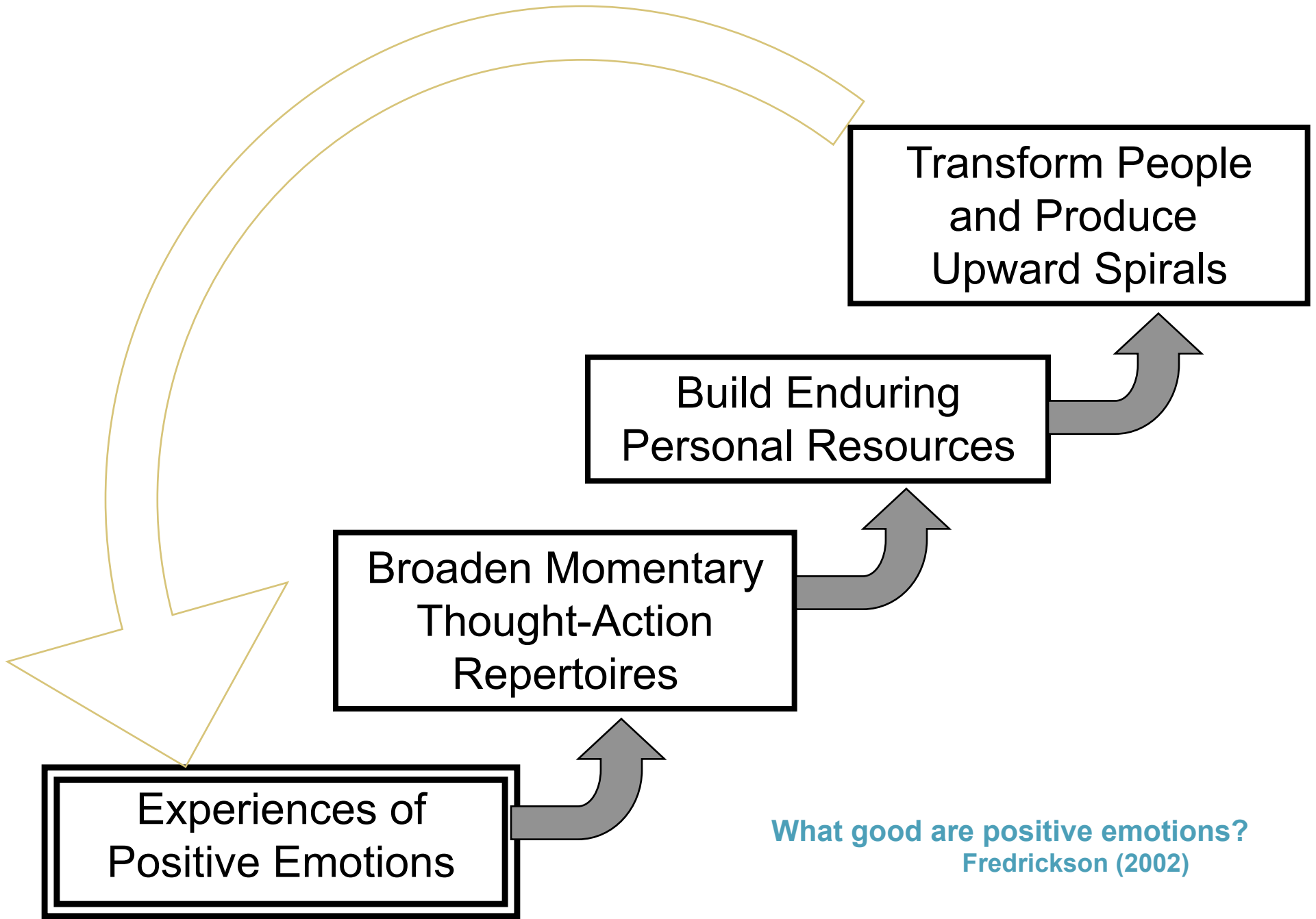




Positive Affect and Problem-Solving

Positive affect has been shown to lead to greater creativity, flexible thinking, and increased negotiation and problem-solving skills (Isen, 1987, 2002). People experiencing positive versus negative affect were found to be more ingenious and innovative when solving problems. Research measuring positive affect among medical personnel show that those students high in positive affect were more efficient, less confused, and more thorough in patient diagnosis than other medical students (Isen, 2000).



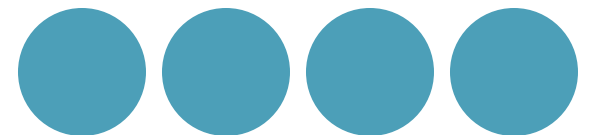


What good are positive emotions?
Fredrickson (2002)



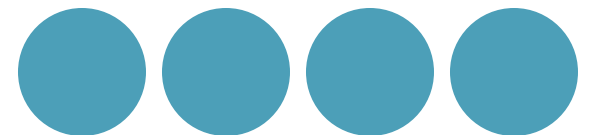
Positive emotions can be measured!

A student report of positive emotions can be constructed from data gathered during a 1-week experience sampling procedure. Before retiring each evening, students could indicate how frequently they experienced the components of joy (joy, happiness, contentment, pride, interest). Respondents typically use a 1-7 rating scale ranging from Never (1) to Always (7) (with “About half of the time” serving as the “neutral” ranking) to indicate how often that day when awake they felt the emotions listed.





Human Strengths Can Be Identified and Measured



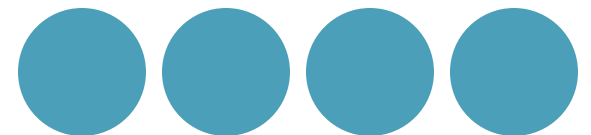


Measurable and Meaningful Human Strengths

58 Personal Strengths

Hope

Self-efficacy





Strengths are...

Identifiable with the help of two online measures:

www.strengthsquest.org -- taps 34 human talents/strengths

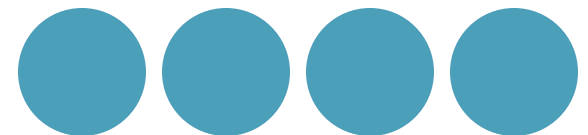
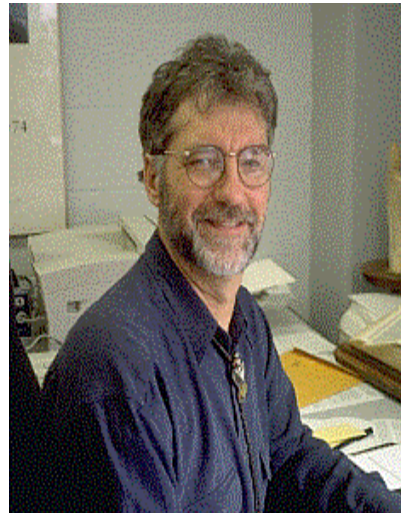
www.positivepsychology.org -- measures 24 human strengths



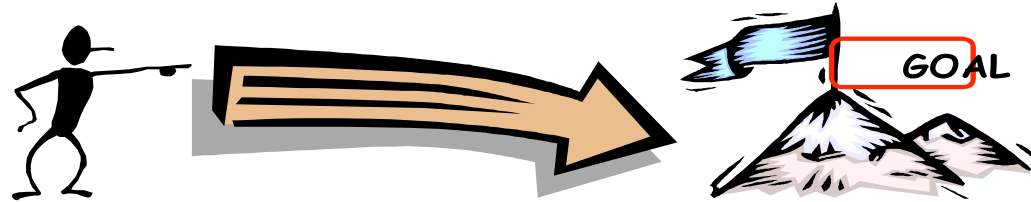


Hope is...

Goal-directed thinking in which people perceive that they can produce routes to desired goals (pathways thinking) and the requisite motivation to use those routes (agency thinking) (Snyder, 1995).

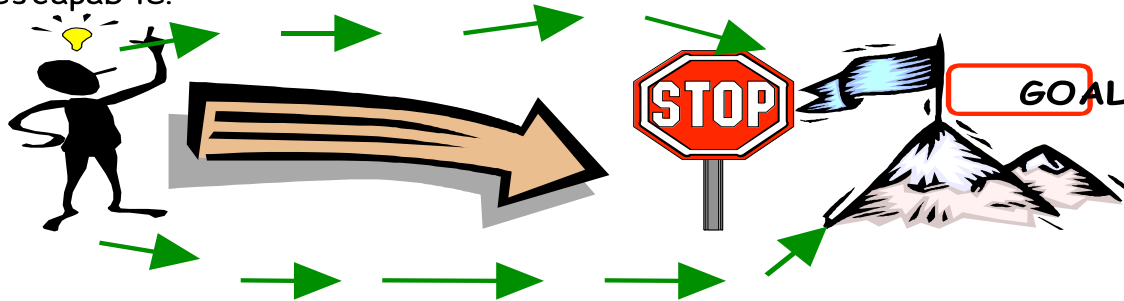


Hopeful Thinking



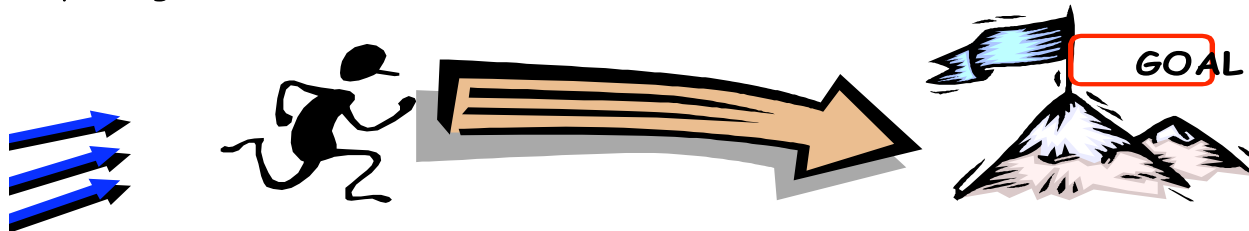
Goals Thinking

Goals are the targets of your desires. Having goal thoughts is inescapable.



Waypower Thinking

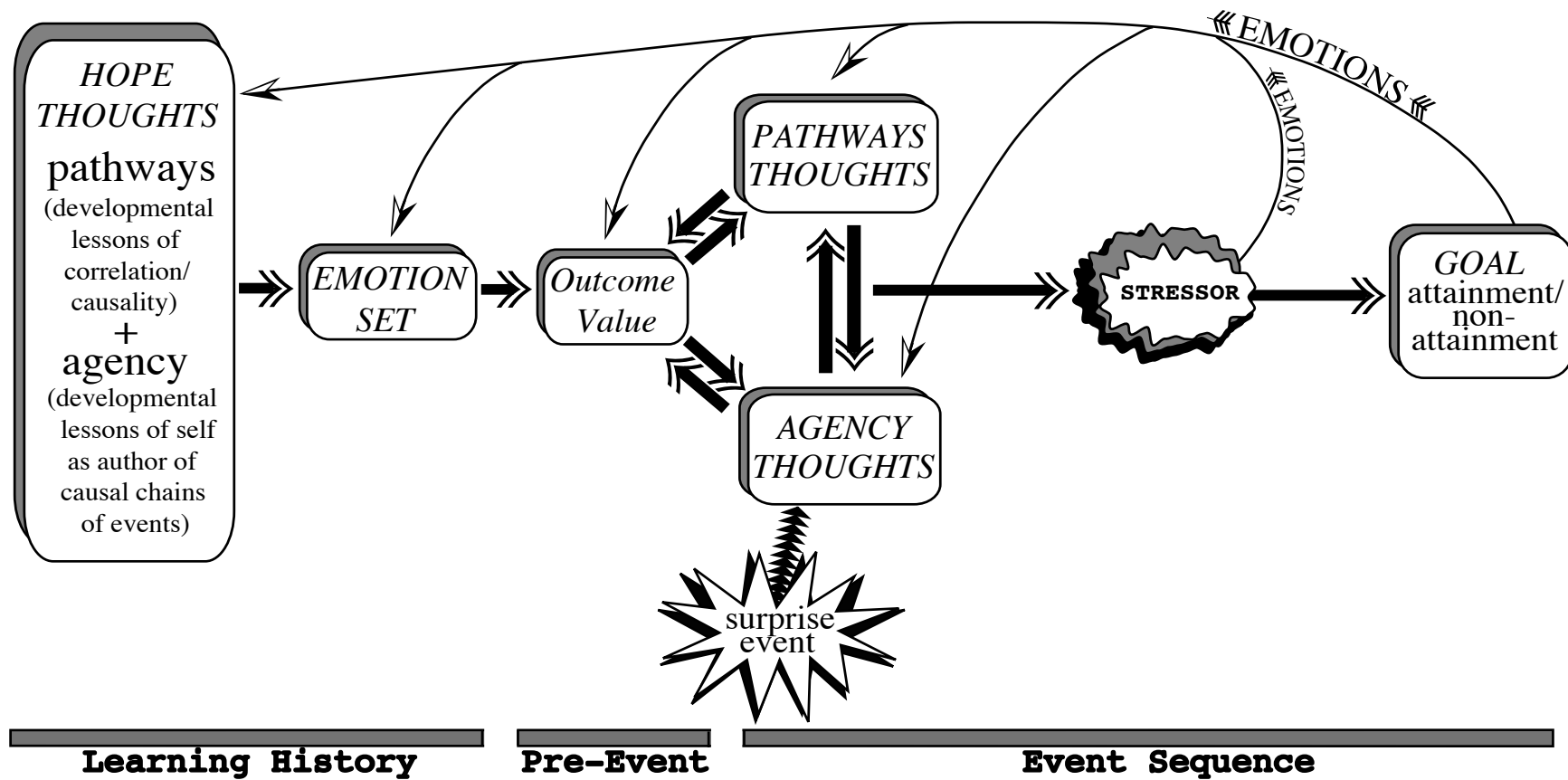
Waypower is your belief that you can generate pathways to reach your goals.



Willpower Thinking

Willpower is your belief that you can initiate and sustain movement toward your goals along the selected pathways.

The Hope Model Snyder (2002)



Hope can be measured!

HOW TRUE OF YOU IS EACH STATEMENT?

1= Definitely False 2= Mostly False 3= Somewhat False 4= Slightly False 5= Slightly True 6= Somewhat True 7= Mostly True 8= Definitely True

- ___ 1. I energetically pursue my goals. **A**
- ___ 2. I can think of many ways to get out of a jam. **P**
- ___ 3. My past experiences have prepared me well for my future. **A**
- ___ 4. There are lots of ways around any problem. **P**
- ___ 5. I've been pretty successful in life. **A**
- ___ 6. I can think of many ways to get the things in life that are important to me. **P**
- ___ 7. I meet the goals that I set for myself. **A**
- ___ 8. Even when others get discouraged, I know I can find a way to solve the problem. **P**

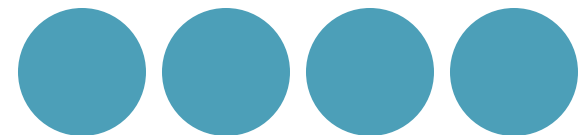
1 + 3 + 5 + 7 = Agency

2 + 4 + 6 + 8 = Pathways



Hope Measurement

The formal assessment of hope according to Snyder's hope theory began with the development and validation of the Adult Dispositional Hope Scale (Snyder et al., 1991) that can be used for people 15 years and older. This 12-item scale (four reflecting agency, four tapping pathways, and the remaining four serving as distracters) assesses a person's hope along an 8-point continuum. The agency and pathway items are combined to provide a total score. This self-report scale, identified as the "Goals Scale" when administered, takes roughly 2 to 5 minutes to complete and is easily hand-scored. The reliability of the instrument has been strong with Cronbach alphas from .74 to .84 and test-retest correlations of .80 or higher at 10-week and greater intervals. The construct validity via principal components exploratory factor analysis (Snyder et al., 1991) and confirmatory factor analysis (Babyak, Snyder, & Yoshin, 1993) corroborated the existence of a two-component (agency and pathways) model of hope. The instrument also is concurrently valid with instruments examining similar psychological processes, such as optimism and self-efficacy.





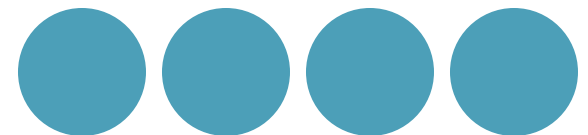
Hope and Health

Correlational Evidence

Hope correlates positively with coping with severe burns, arthritis, spinal cord injury, fibromyalgia, and blindness.

Cross-sectional Evidence

Individuals with high (vs. low) hope remain energized during the recuperative process. High hoppers also experience less pain and tolerate pain twice as long as low hoppers.





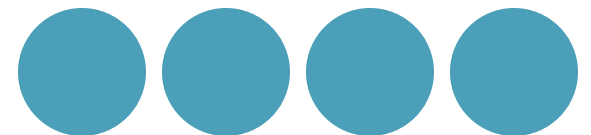
Hope and Academic Success

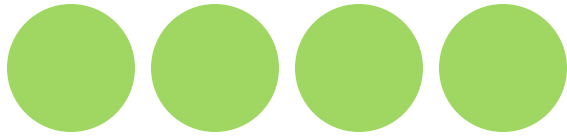
Correlational Evidence

Hope scores of entering college freshmen predicted better overall grade point averages even after controlling for variance related to entrance examination scores.

Cross-sectional Evidence

High- relative to the low-hope students also were more likely to have graduated and not to have been dismissed over this six-year period.





Self-Efficacy is...

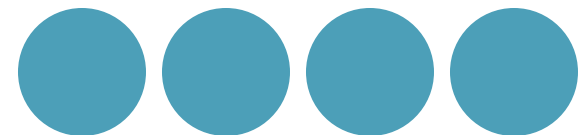
Self-efficacy involves the belief in one's personal capabilities (Bandura, 1997). It is a domain-specific belief, meaning that we have self-efficacy for specific tasks and outcomes.





Self-Efficacy Measurement

Bandura (1997) stated that “efficacy beliefs should be measured in terms of particularized judgments of capability that may vary across realms of activity, under different levels of task demands within a given activity domain, and under different situational circumstances” (p. 42). Accordingly, in an effort to examine the relationship between academic self-efficacy and academic performance, Chemers, Hu, and Garcia (2001) developed an 8-item academic self-efficacy scale with seven response options. The measure is internally consistent (alpha of .81) and positively correlated with one other positive construct, optimism.





Self-efficacy and Academic Success

Correlational Evidence

Self-efficacy is related to both academic performance ($r=.38$) and to academic persistence ($r=.34$). The complex link between academic self-efficacy and academic performance may be characterized by increased use of cognitive strategies and heightened efficacy beliefs on the broader, more general classes of metacognitive skills.

Cross-sectional Evidence

People with higher levels of self-efficacy see their career options as more unlimited. Not only do people high in self-efficacy believe they have more options, they pursue those options more intensely and are more committed to fulfilling the necessary education to attain their goals.



Capitalizing on Strengths

Awareness

Application

Amplification

Altruism

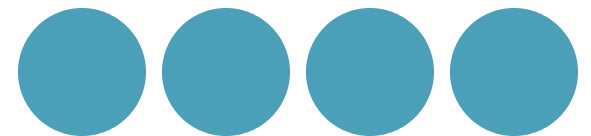


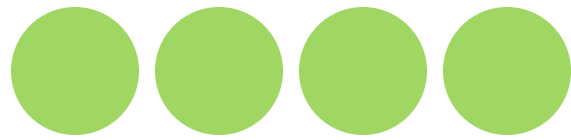
Naming

Nurturing



The Value of YOU





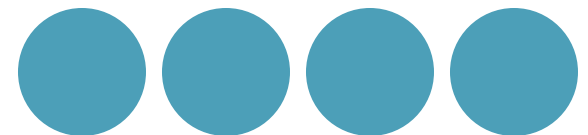
“You” as a Motivational Force

The quality of helping relationships accounts for a significant portion of human change.

Modeling is one of the most powerful means of teaching behavior and inculcating strengths.

Your positive emotions can be contagious. You can help others capitalize on positive events.

The quality of the helping relationship may be the most powerful moderator of growth.

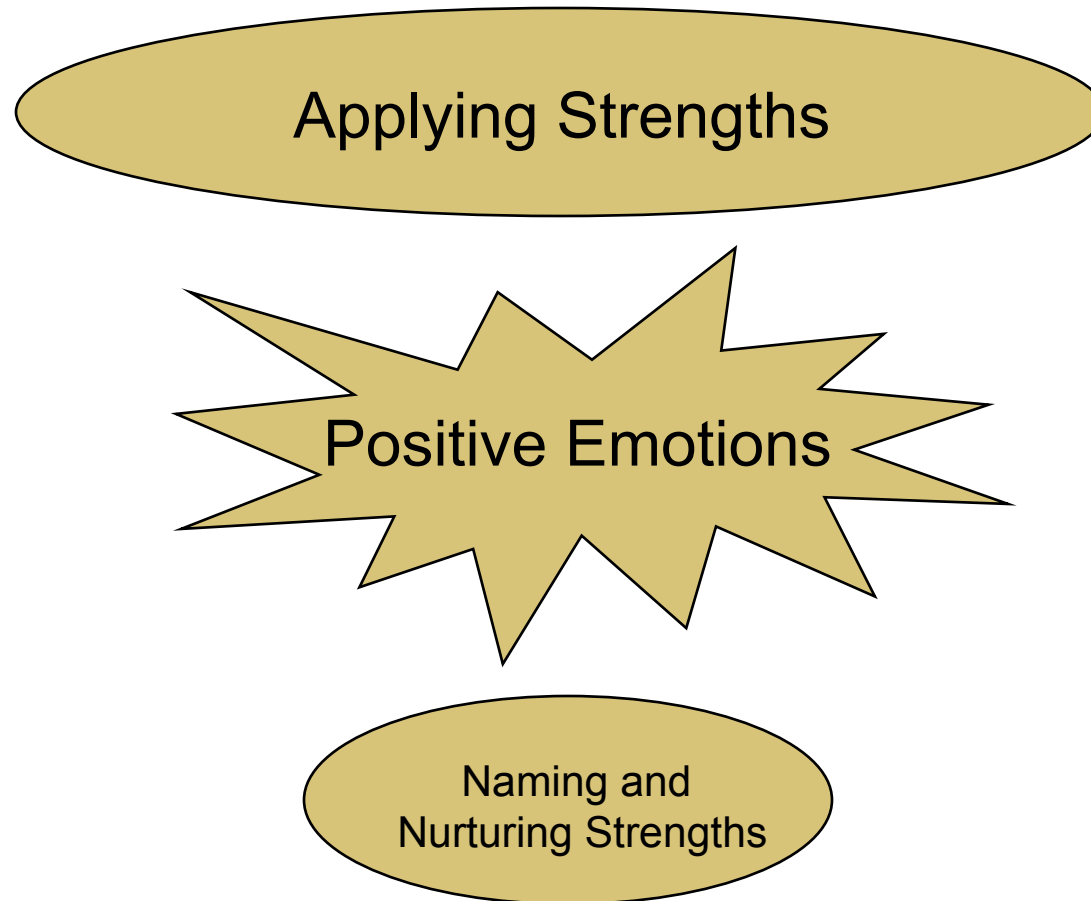




Upward Spiral of Growth



Capitalizing on Positive Emotions and Strengths





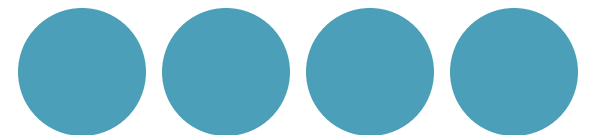
Redefining Positive Outcomes

The first goal of positive psychology is to develop the individual strengths of our young people so they may realize their personal potential and fulfill the second goal, that of creating a thriving community of civically responsible and productive members (Seligman, 2002).

Adjustment and Achievement

Retention

Civic Contributions





Dr. Shane J. Lopez
Gallup Organization

