Positive Psychology

Donglin Jia

January 3, 2022

Contents

Foreword

- The study of the conditions and processes that contribution to the flourishing or optimal functioning of people, groups and insititutions

    - subjective states
        * how satisfy your life
        * how much do you experience positive motions. e.g. love, hope; how energetic you feel;
        * report experience more or less in various of time
    - individual traits
        * demonstration of larger pattern of behaviour; wisdom, sense of humour, courage
    - institutions
        * what makes family or company flourish

- Positive psychologist study, not dicate, the ingredients of the good life

- Positive psychology does not exclude negative experiences

The aim of positive psychology

- from negative to neutral

    - focus on flaws
    - overcoming deficiencies
    - avoid pain
    - escaping unhappiness
    - neutral state as ceiling

- from neutral to positive

    - focus on strengths
    - building abilities
    - seeking pleasure
    - engaging happiness
    - no ceiling

Origin of Positive Psychology

- From philosophy

- hedonism: pleasure is at the core of the good life

- rational human beings could decide their own path to happiness

- Eudaimonia: human flourishing, the highest good

- Confucianism: Morality and care for others; Golden Rule

- Taoism: full participation in life, including good and bad; natural virtuous behaviour

- From religion

  - Judaism, Christianity, Islam – virtues, gifts, strengths, moral obligations

  - Buddhism: move beyond desirel focus on compassion for others

  - Hinduism: self-knowledge and good action

    * good action now will lead you to the better after life

- From author

  - William James: human potential and sprituality

  - Freud & Watson: eliminate negative behaviours

  - Adler & Jung: Foster positive behaviour

  - Maslow & Rogers: Humanistic psychology; focus on clinical case study

  - Martin Selgiman:

    * Treatment is not fixing what is broken; it is nurturing what is best within us.

- Not about being happy all the time

- Correlation is not causation

- Unpleasant/challenging circumstances: life conditions can limit us

- Victim derogation: we cannot control of everything

- Self-focused: nurturing relationships and helping others is key

- Irrational optimism: stay in touch with reality

- Defensive pessimism: there are some benifits to negative thinking

  - think about the worst situation might happen; maybe a good strategy; typically on manage anxiety

1 Goals

- Goal content and SWB

    - Achievement
    - Affiliation/intimacy
        * social goal
        * Affiliation: be popular and avoid loneliness; not necessary deep relationships
        * intimacy: deep relationships, not limited in romantic relationship, but can be friendship and family relationship as well
    - Power
        * status, influence over others

- Strongest predictor of SWB is proportion of intimacy strivings

- Higher proportion of achievement and power strivings related to negative well-being

- Goal orientation and SWB

    - Level of goal specification: broad/abstract vs. concrete/specific
    - approach vs avoidance
    - degree of autonomy

1.1 Goals and Well-Being

- With greater Well-being

    - approach (seeking something positive)
    - Autonmous (freely chosen)
    - Other-focused goals
        * helping others
    - intrinsic (personally valued) – why u choosing it
        * want to learn/master
        * go to the GYM more

- With less well-being

    - Avoidance (avoiding something negative)
    - Controlled (imposed by others)
    - Self-centered goals

∗ gain for yourself; gain more money

　　　– Extrinsic (externally rewarded)

　　　　　　∗ something outside of you bring the good outcome to you

- 1-year post college (Niemic, Ryan, & Deci, 2009)

　　　– attaining intrinsic goals led to greater well-being

　　　– attaining extrinsic goals led to greater ill-being

　　　　　　∗ the satisfaction is short term, lead u what next
　　　　　　∗ achieving more external reward will lead u spend less time on intrinsic goal (relationship)
　　　　　　∗ lead people to make more upper social comparison
　　　　　　　　· always compare with people's achievement

- In romantic relationships, approach goals associated with better outcomes than avoidance goals

- Goal progress also leads to well-being

　　　– abstract, long-term goals should be linked to concrete, short-term goals

　　　　　　∗ make the balance back and forward

　　　– Meaningful/manageable tradeoff

1.2　Goals setting

- Tim Ferris: Fear-setting

　　　– Define-prevent-repair

　　　　　　∗ define: write down all the worst thing might happen if you take that step
　　　　　　∗ prevent: how do u prevent those from happening/decrease the likelihood
　　　　　　∗ repair: if the worst-case scenarios happen, what can u do with the damage? who do u ask for help?

　　　– Benefits of attempt or partial success

　　　　　　∗ you might build confidence, financially, emotionally

　　　– Cost of inaction

　　　　　　∗ if avoid this action or decision, what my life will be like in 6 months, 1 year, 3 years?

- Goals Gone Bad

　　　– problems with goal-setting in the business world

- * cheating
- * diverting resources
- * sacrificing relationships
  - Meandering with purpose – set progress goal
    - * Flexibility with route and destination

- Ambitous Goals

  - On the path to success, you may
    - * skip important steps
    - * Set highly improbable goals
    - * Leads to opportunity costs
  - set ambitious goals
    - * ask your self why you want this
    - * find out the base rate of achieving the goals
    - * identify the factors that influence the likelihod of success
    - * Estimate the cost of achieving the goal
    - * consider your back-up plan

2 Strength

- The capacity for feeling, thinking and behaving in a way that allows optimal functioning in the pursuit of valued outcomes

- Humantiy:

  - love
  - kindness
  - social intelligence

- Transcendance:

  - Appreication of Beauty and excellence
  - gratitude
  - hope
  - humour
  - spirituality

- temperance

- – self-regulation

  – prudence

  – humility/modesty

  – forgiveness and mercy

- justice

  – citizenship

  – fairness

  – leadership

- wisdom and Knowledge

  – creativity

  – curiosity

  – open-mindedness

  – love of learning

- courage

  – vitality

  – integrity

  – persistance

  – bravery

- Signature strength – most essential to who you are (top 5)

- Strength-based interventions

  – programs with college students

  – web-based adult sample – three conditions

    * use signature strengths(those character strengths that are most essential to who we are) in new way

      · think about a new way to how to use strengths

    * use signature strengths more frequently

      · use strengths more frequently but not necessary in a new way

    * placebo control (jorunaling about early memories)

      · control the expectation effect; there gonna be some potential improvement swb

  – People happy score:

* inital boost for people who are in placebo control, but in long term, back to the normal
* signature strengths new way, in a long term, people still feel greater satisfaction of their life

strength vs competencies

- strengths energize you, feel like you, lead to peak performance

- something good at is not necessarily a strength

weaknesses

- focusing on weakness at same time as strength may not diminish benefit of strength-only focus

- using both top and bottom stengths in a new way led to similar outcomes

- Overusing a strength may become a weakness

3   Measure of Well-being

3.1   Dimensions of Well-Being

- hedonism – feels good

  - sensual pleasure and positive affect

- Eudaimonia – feels right

  - fulfillment of potential and true nature
  - true to yourself and identify your strength,
  - peace and enjoy the life connection of others
  - something feel right; although it is not pleasuralbe, still important to do, still meaningful to the life

- Engagement – active participation in life

  - Activities that are involving, interesting, absorbing
  - being actively involved;

3.2 The full life

- Measures

  - Approaches to Happiness (pleasure, meaning, engagement)
  - satisfaction with life scale

- Results

  - meaning and engagement more strongly predicted life satisfaction than did pleasure

3.3 Flourishing

- no mental illness AND high levels of emotional, social, and psuchological well-being

3.3.1 Emotional Well-Being

- positive affect e.g. happiness

- negative affect (absence of)

- life satisfaction (general or domain-specific)

  - small discrepancy between wants and needs
  - evaluation of your condition of your life
  - domain-specific: e.g. work, relationship, health
  - high correlation between general and domain-specific measure of life satisfaction
    * feel good in general leads you feel good in some specific domains
    * feel good in specific domain leads you feel good in general life satisfaction

3.3.2 Psychological Well-Being

- self-acceptance: positive self-evaluation with acknowledgement of negative qualities

- personal growth: develop potentials, self-knowledge

  - understanding yourself

- purpose in life: direction and meaning

- environmental mastery: competence and meeting goals

- autonomy: self-determination; resist social pressures

- positive relationships: close, warm relationships; empathy and affection

3.3.3 Social Well-Being

- Social acceptance: hold positvie attitudes towards others

- Social actualization: believe society can change for the better

- Social contribution: believe your activities are valued

- Social coherence: see society as understandable, predictable

    – society makes sense

- Social integration: feel part of community

    – how much support you have

3.3.4 Self-determination theory

- Components

    – competence: master experiences

        * let itself to try instead of just doing for them; even it is difficult (negatively related to well-being in the moment), but I still need to learn

    – Autonomy: make independent decisions

        * providing options

    – Relatedness: have mutually supportive relationships

        * return the care after accepting

- Momentary vs. daily ratings

    – Momentary ratings: thinking back to every hour back of the day

    – daily ratings: overall for the day

    – Autonomy and relatedness positively related to well-being in the moment and on a daily basis

    – Competence positively related to well-being on a daily basis but negatively related to well-being in the moment

3.4 Measuring Subjective Well-Being

- Authentic Happiness Inventory

    – Pleasure, meaning, engagement

- Approaches to Happiness Scale

- pleasant, meaningful, good life

- Fordyce Emotions Questionnaire

  - % of time happy

- Genearal Happiness Scale

  - e.g. happiness compared to others

- Satisfaction with Life Scale

  - e.g. life close to ideal

3.4.1 Self-report measures of SWB

- Strengths of self-reports

  - quick, easy, cheap
  - reasonably reliable (over time) and valid

- moment-to-moment happiness vs. retrosepctive evaluations

  - parenting

- weaknesses of self-reports

  - recent situational influences
    * e.g. weather condition; good weather -¿ more satisfaction; but after pointing out potential influence in the momentå
  - relative judgments
    * it matters that where you ask their experience; more close to negative part in film clip → negative judgments

3.4.2 Other Measures of SWB

- U-index: proportion of time an individual spends in an unpleasant state

  - day reconstruction method: people are rating themselves each hour; at the end of day, overall relatively happy/unpleasant
    * overall what proportion of the time, generally positive or relatively negative

- informant ratings: reports from your family and friends

  - meta-analysis: average 0.42
  - higher agreement for global indicators of satisfaction than for affect

3.4.3 Well-Being in Context

$$\text{HPI(happy planet index)} = \frac{\text{Well-being x life expectancy x inequality of outcomes}}{\text{ecological footprint}}$$

- Subjective well-being

- health and functioning

- environmental stressors and resources

    - global warming

- ideology and values

4 Culture and Community

- why do countries differ in SWB

    - national wealth and income

    - need fulfilment – safety, security, shelter, nutrition
        * in countries with higher incomes, fulfillment of psychological needs better predictor of happiness than income

4.1 Individualism vs. Collectivism

4.1.1 Individualism

- Concern for individual greater than concern for group

- sense of independent

- need for uniqueness

- peronsal factors emphasized in explaining events

- goals related to self-satisfaction

4.1.2 Collectivism

- concern for group equal or greater than concern for individual

- sense of dependence

- desire for conformity, harmony

- social factors emphasized in explaining events

- goals relate to welfare of group

4.2   independent Self-construal vs. interdependant self-construal

- independent Self-construal:

  - more come from individual control
  - emphasize individual and uniqueness

- interdependant self-construal

  - more come from collectivism control
  - emphasize connection and relation

4.3   Culture and Well-being

- in all cultures, SWB is related to how well people believe they are achieving things they value

  - individualistic cultures: individual achievement, autonomy, freedom of expression, self-actualization
  - collectivist culture: relationships with group members, group welfare, social harmony

4.3.1   Types of Positive Feelings

- European-Americans seek high-energy elation

- Asians seek tranquil joy

4.3.2   Reports of Well-being

- Study: cultural diferences in reporting well-being

- report how good/bad the day was

- at the end of the week, they used the same scale to indicate how good/bad the week was as a whole

- compared European-Americans and asian-Americans

- European reports more positive than it should be; the best day represents the entire week

4.3.3   Hesitations about Happiness

- Collectivist Cultures:

  - Frown upon pursuit of happiness
  - dislike displays of happiness
  - experience anxiety when happiness strikes
  - expect change in fortune

4.3.4   The Fragility of Happiness

- Happiness is fragile: seen more in the collectivism culture

- the fragility of happiness is negatively associated with SWB and individualism

4.4   Positive Communities

- Social capital: collective benefits derived from social networks

  - High social capital means high trust, reciprocity, helpfulness; greater participation in social and civic activites

- Social contagion: behaviours and emotions can spread through social networks

- induction: one person's change causes another

- homophily: associate with similar people

- confounding: common exposure to something that invokes change

- intervention to enrich social capital

  - targets marginalized families – immigrants, poor mental health
  - neightbourhood-based care and support– create formal services e.g. food/job and informal suppport e.g. take to them appointment/ pay a visit
  - aims to enhance
    * awareness and use of formal supports e.g. hold community event
    * basic needs being met
    * community engagement e.g. socialize, connect to each other
    * mutual aid

5 Subjective Well-Being

Happiness: A positive emotional state that is subjectively by each person
Subjective Well-Being(SWB) the subjective evaluation of one's current status in the world

- positive affect

- negative affect

- general life satisfaction

Sustainable happiness Model

- **Biology/Genetics**: loss/gain weight $\rightarrow$ 50%

- **life circumstances**: marry, where we live; people adapt to it $\rightarrow$ 10%

- **intentional activity**: how do we shift, behave and act to our well-being $\rightarrow$ 40%

    - e.g. set manageable goals
    - e.g. use ur strengths
    - e.g. get exercise

5.1 Predictors of SWB

- how to maintain SWB in the face of negative circumstances?

- why do some positive circumstances fail to increase SWB?

5.2 Interpretation of Events

- objective circumstances, life events, and demographics are weakly correlated with SWB

- Construal Theory of Happiness

    - SWB is a function of how we interpret, and give meaning to, out experience

- Evaluation theory

    - SWB depends on how we evaluate events
    - these evaluations are influenced by needs, goals, culture

- Daniel Gilber:

    - natural happiness: what we get when we get what we wanted
    - synthetic happiness: what we make when we do not get what we wanted

5.3 Social Comparison

- Happier people more likely to use downward social comparisons rather than upward social comparions

- happier people use social comparions infrequently

5.4 Meaning & Purpose

5.4.1 PURE way of living

- Purpose – goals, values, and aspirations

- Understanding – self-awareness (cognitive)

- Responsibility – doing the right thing (behavioural)

- Enjoyment/Evaluation – enjoyment of life (affective)

5.4.2 Mearning influnce SWB

- Gives us a sense of direction

  - what to do/ find the way

- helps us be more resilient in face of adversity

  - recovery faster and better when experience some negative circumstances

- presence of, but not search for meaning, associated with higher SWB

5.5 Income

- money buy happiness

  - if it moves you from poverty of middle class
  - have more than your peer group
  - spend it on other people
  - spend it one experiences (trip, rock climbing)
    * depends on social class

- An increase in income leads to greater expectations about what one needs to be happy

- Happiness from Spending

  - social experiential spending > socia material spending > solitary experiential spending > solitary material spending

5.5.1 SWB interventions

- No single activity will lead to greater happiness; need to keep engaging in these interventions

- if too routine, adaptation can occur

    - timing
    - variation (who, when, how)

- needs to be sustainable – be able to permenantent

- peronsal-activity fit

    - e.g. strengths, values, affectivitiy

6 Health and wealth

6.1 Happiness and Health

- subjective reports: happy people report fewer physical symptioms than sad people

- Morality: SWB protects against mortality in both general popluations and in individual with illness

- Morbidity:

    - SWB reduces risk of cardiac related disease, Type 2 diabetes, dementia
    - SWB improves prognosis for recovery from illness and injury

- Pathways connecting happiness and health

    - behavioural
        * physical activity
        * smoking and alcohol use
        * preventative care, self-efficacy
    - Biological
        * stress hormones
        * markers of inflammation

- happy people are healthier, subjectively and objectively

- negative emotions play greater role than positive emotions in health

- negative emotion predicts bad health status better than good emotion predicts good health status

- not yet known whether effects of SWB interventions are large enough to impact physical health outcomes

- risk of feelings of guit or failure with well-being interventions

- becoming happier will not improve health of someone who is already ill

6.1.1 Exercise Framing

- small and minor steps (half hour per day) are able to help people achieve their goals

- people are more engaged into daily framing than weekly framing; that is break the big event into smaller ones and people are much better doing that

6.1.2 Exercise and Mental Health, why exercies alleviate depression and anxiety

- raises serotonin levels

- restores sleep and eating patterns

- raises energy level/burns unused energy

- improves self-esteem and outlook

6.1.3 Exercise and Depression

- supervised exercise have the same effect of anti-depressant for remission rate

- home-based exercise have better effect than placebo pill but not as good as supervised exercise

6.2 Stress and illness

- stressful life events scale

- cognitions and emotions influence immune response

  - chronic stress increases susceptibility to colds
  - high stress people are easier to get cold
    * life events
    * perceived stress: unpredicatable, uncontroalable and overloading
    * negative affect: people feel distracts, nervous, angry

- relative risk of a cold: no stressor < other stressors < interpersonal stressors

6.2.1 deal with stress

- change your beliefs

    - stress reaction helping you rise to challenge

- seek social connections

    - emotional support can reduce stress and facilitate healthy behaviours

- help other people

    - friends, family, or community members

7 Coping resilence and social support

7.1 Coping

- Problem-focused coping: change the stressor

    - behavior – take action to fix situation
    - cognition – change thinking about stressor

- Emotional processing

    - I realize that my feelings are valid and important
    - I take time to figure out what I am feeling
    - I delve into my feelings to get a thorough understanding of them
    - I acknowledge my emotions

- Emotional expression

    - I feel free to express my emotions
    - I take time to expressmy emotions
    - I allow myself to express my emotions
    - I let my feelings come out freely

- Emotion-focused coping: attend to emotional response

    - emotional processing – understand reaction to stressor
        * why? where is the emotion coming from? figure out the origin
    - emotional expression – express related emotion

- Emotional avoidance: ignore the stressor altogether

7.2 Emotional Expression

- Writting about negative emotional experiences improves mental and physical well-being

- physical symptoms:

    - after writting, it improves

- negative moods:

    - after writting, it improves

- why writting is very efficient?

    - wrtitting provide the mearning of bad events;
    - by providing the meaning, we have new interpretations to it

7.3 Narrative Approaches

- Functions of life storeis is to create sense of self and meaning

- Themes in life stories: analysis + moving on = good life

    - **Exploratory narrative processing** - willingness to analyze difficult life event and recognize its negative emotional impact
        * associated with personal growth, matruity, wisdom
    - **Coherent positive resolution** – closure and resolution for difficult life event – after really bad things happened, we are moving on
        * assoicated with positive relationships and high SWB
    - **Transformation processing** – high exploratory processing and positive resolution – associated with well-being
        * exploratory + closure

7.4 Resilience

- broad array of abilities for constructively and positviely adapting to risk, adversity, or other major negative event

- Stable trajectory of healthy functioning

- External adaptation: meeting social, cultural, occupational expectations of society

    - whether they are able to work after experiencing bad scenarios?

- Internal adaptation: achieving emotional and psychological well-being

    - whether he still satisfies about his life;

7.4.1 Measurement of resilience

- Bounced back to what?

  - pre-event levels of well-being or higher?
  - Normal functioning is culturally influenced

- **Benefit finding**: short-term adjustment

  - the way of people cognitive interpretations of setbacks
  - not necessary for long term adjustment

- **Posttraumatic growth**: long-term adjustment

  - change in life goals and commitments

7.4.2 Resilience – misunderstanding

- not a personality variable: someone is not more resilient than other

- not the absence of pathology: someone does not have a really large of reaction to certain event

- not generally good health (avearge adjustment)

- Psychological, genetic, neurobiological, social, community factors influence resiliency

  - not a "DIY" endeavour

Prevailing idea that enduring tragedy is good for personal growth, but

- it is difficult to collect data on people before and after they have experienced trauma

- people are not good at accurately remembering what they were like in the past

- we like to tell redemptivie stories about our live

Conclusion: People CAN grow from adversity, but it may not happen as often or as quickly as people think

7.5 Social Support

Types of support

- Emotional – caring, concern

- esteem – positive regard, reassurance ; evaluation of urself

- informational – advice, guidance; someone has the same experience/ has some opinions on

- instrumental – money, time; support financially, move your stuff

Perceived availability more strongly tied to positive outcomes than acutal recevied support

Responsiveness of social spport is key

- must fit with recipient's needs at the time

Finding Humour in Tragedy

- for severe injury, get more humour $\rightarrow$ long time ago

- for small injury, get more humour $\rightarrow$ right before happened

- for the large mistakes, stranger who made the mistakes can bring more humour

- for the small small, people close to you who made the mistakes can bring more humour

- because distance reduces threat, tragedies fail to be funny when one is too close for comfort, but mishaps fail to be funny when one is too far to care

8 Well-Being across the lifspan

8.1 Positive Youth Development

- Much focus on teens avoiding "bad" behaviour

- "Thriving" – achieving potential and living a rich life that involves giving back to their communities, and brings them high peronsal well-being

- Finding positive focus on engage in, instead of do not do that/this

  - sports, leadership, volunteering

Programs

- big brothers and big sisters

  - Matches low-income children and teens with adult volunteers
  - Study showed program promotes academic achievement and prevents substance abuse and truancy
  - parents care!

- Penn resiliency program

  - life skills development program with in-school sessions
  - focus on thought patterns and explanatory style
  - helps prevent depression, promotes optimisim and health, reduce stress

8.2   Adult development (Vaillant 2002)

- identity – views, values, interests become your own

- intimacy – interdependent, committed relationship with another person

- career consolidation – expanding one's personal identity to assume a social identity within the world of work

- generativity – concern for establishing and guiding the next generation

- keeper of meaning – shares wisdom and perspective with others

  - behave and teach the next generation

- integrity – contentment with life and sense of peace

8.3   Generativity

- identities of highly generativie people include commitment script: difficulties in life led to greater sensitivity to others' suffering, and positive outcome for society

- highly generative people experience similar life events as others, but interpret them differently

- Generativity scores predict well-being and morality risk

8.4   Parenting and well-being

Three primary methodological approaches

- examine changes in well-being across transition to parenthood

  - focus on first few years of life

- Compare parent experiences while with their children to other daily activities

  - only captures momentary experience

- compare parents and non-parents

  - are they non-parents by choice?

- positive: purpose/meaning in life; human needs; positive emotions; social roles

- negative: negative emotions; financial strain; sleep disturbance; strained partner relationships

8.5 Age and subjective well-being

- Socioemotional selectivity theory

- Recognizing that will not live forever changes our life

- Youth: acquire knowledge, meet new people, take chances

- Older adulthood: know what's important, invest in sure things, deepen relationships

- Older people make social choices based on potential for emotional rewards

  - make some harder choices to get rid of the events that are not beneficial to emotional rewards

- Daily experience sampling: over 10 years

  - increasing positive emotions over lifespan, slight downturn at advanced age but does not return to levels of 20s

- older adults have more attention/memory for positive stimuli

  - older adults so easy to select the one that is benefits to the emotional rewards

- Why does well-being increase in older adults

  - greater attention/priority to positive stimuli and rewarding opportunities
  - smaller discrepancy between goals and accomplishments
  - Greater satisfaction with social relationships
  - Higher self-efficact and autonomy
  - Greater sense of meaning

8.6 Positive Aging

- MacArthur Foundation study of Successful Aging

  - avoiding disease
  - maintaining high cognitive and physical functioning
  - engaging with life
    * social support and productivity

- Adult development study

  - happy-well group distingused from sad-sick group
    * smoking and alcohol use

* exercies and weight
  * education
  * stable marriage
  * coping styles

- Blue zones :

  - remain physically active
  - strong sense of purpose, reason to get up
  - find ways to decrease stress every day
  - did not overeatl smallest meals in the afternoon and evening
  - little meat, lots of beans and fruits and veggies
  - moderate amounts of alcohol
  - fatih-based community
  - rich social connections; put family first
  - supportive social circles and groups of friends

9 Emotion Experience

9.1 Emotional intelligence

- Branches of emotional intelligence

  - preceiving emotions
  - using emotions to facilitate thought
  - understanding emotions
  - managing emotions
    * easy to get angry; but it is hard to get angry at the right time, in a right reason, for a right purpose

- higher emotional intelligence is associated with higher well-being, better relationships, superior leadership

- Increase EI:

  - some evidence that this can be done through school and workplace interventions
  - Specific skills taught
    * Awareness and accurate labelling of ones' feelings
      · using video/pictures

* appropriately disclosing feelings
    · when/where/with whom/ how much disclosure; disclose enough but not too much
  * managing one's emotions and conflict
    · hold it off
  * enhancing empathy

- Criticisms of EI construct
  - intelligence or a skill?
    * defined in psychology as an intelligence
  - desirable moral quality
    * be able to feel someone, read your own emotions
    * but also can use to manipulate other's emotion
  - measurement
    * knowledge vs ability
      · be able to recognize emotions does not mean that you are able to behave in a proper way
      · we know the right way to do but we still do it wrong as in that situation, it is really hard to behave in a proper way when the emotion is heated up
    * socially desirable responding

9.2 Positive vs Negative emotions

- positive and negative emotions are independent

  - can be typically high on both, low on both, or high on one low on the other
  - changing one set of emotions does not automatically change the other

9.3 Broaden-and-Build Theory

- negative emotions narrow responses

- positive emotions broaden our awareness and build upon resultant learning to create emotional and intellectual resources

- not critical to survival in the short-term, but adaptive in the long-run

- Broadening thought-action repertoire

  - watching 5 different video clips

* positive emotional vieo clips, participants would love to do more activities(outdoor, positive social activities) at the moment
  * negative emotional vieo clips, participants would love to do less activities at the moment

- Broadening of thoughts builds personal resources

  - physical resources e.g. health, physical skills
  - social resources e.g. friendships, partners, social neworks, social support
  - intellectual resources e.g. open to learning, problem solving, knowledge
  - psychological resoues e.g. creativity, optimism, resilience
  - developed personal resources can lead to enhanced health, survival, fulfillment

- positive emotions → novel thoughs, activities, relationships → building enduring peronsal resources → enhaced health, survival, fulfillment → positive emotions

9.4   Genetics of Emotions

- Estimate of genetic influence 30-50%

  - happiness set point

- positive/negative affectivity may be self-fulfilling – might affect your view positively or negatively

  - related to job and marital satisfaction
  - memories of emotional experience biased towards emotional tendencies
    * people who are hired with positive mood to begin with tends to remember the positve emotion than they actually experienced
    * people who are hired with negative affair activity they remember negative experience in their life

9.5   Emotion and Culture

- culture shapes how we experience and express emotion

- intensity of positive emotion

  - less is more acceptable for asian individuals

- expressions of anger

  - desirable to western cultures; do not keep it in and explode later
  - unacceptable or unnecessary to Eastern cultures

9.6 Savoring(enjoy your life)

- being aware of pleasure and attemping to make it last

- Types of savoring

  - Luxuriating – indulging in a sensation
  - basking – receiving praise and congratulations
    * someone gives u good feedback
  - marveling – getting lost in wonder of the moment
    * beautiful scene makes u lost
  - thanksgiving – expressing gratitude

- ways to enhance savoring

  - absorption e.g. immerce in the experience
  - sharpening the senses
    * depends on the source of pleasure coming from, and fix that direction
  - memory-building
  - sharing with others
  - self-congratulations

- what inhibits(stop) savoring?

  - excessive(too much) focus on the evaluation of positive feelings
  - distractions
  - not having enought time (or think so)

9.6.1 Savoring beliefs inventory

- Measure of individuals' beliefs about their capacity to derive pleasure from past, present and future positive experiences

- Reminiscing (memory)

  - enjoy looking back at happy times from my past

- savoring the moment

  - when something good happens, I can make my enjoyment of it last longer by thinking or doing certain things

- Anticipation (the fact of seeing that sth might happen in the future and perhaps doing sth about it now)
  - before a good things happens, i look forward to it in ways that give me pleasure in the present
- SBI scores were
  - positively correlated with optimisim, self-esteem, subjective well-being (happiness, life satisfaction)
  - negatively correlated with hopelessness, neuroticism, depression, unhappy moods
- Individuals who have dealt with adversity in the past report increased capacity for savoring

10 Self-Efficacy and self-esteem

10.1 Self-efficacy

- self-efficacy: people's beliefs in their capablities to produce desired effects by their own actions
  - outcome expectany – belief about the likelihood of a behaviour leading to a specific outcome
    * be able to achieve something
  - efficacy expectancy – belief about one's ability to perform a behavior successfully
    * be able to engage the activity
- self $\rightarrow$ efficacy expectancy $\rightarrow$ behaviour $\rightarrow$ outcome expectancy $\rightarrow$ outcome
- situation-specific self-efficacy thoughts lead to goal-directed action

10.1.1 Development of self-efficacy

- previous successes in simliar situations
- modeling on others in the same situations
- imagining oneself behaving effectively
  - visualize yourself achieve better
- verbal persuasion by a powerful an trustworthy other
  - other people cheer u up
- arousal and emotion

10.1.2 measuring self-efficacy

- trait perspective: self-efficacy experiences generalize across domains

- situational perspective: self-efficacy reflects beliefs about ability to reach goals in specific circumstances

  - domains of activitie, levels of task demands, situational circumstances

    * time pressure vs, no time pressure towards an assignment

  - scales developed for career decisions, alcohol abstinence, hurricane coping, childbirth

- when to use trait and situation perspective

  - get better prediction on a specific situation

10.1.3 General self-efficacy

- i can do better in any bad situation

- very general situation

10.1.4 Influence of self-efficacy

Higher self-efficacy predicts:

- psychological adjustment – life satisfaction, lower anxiety and depression

- physical health – health-related behaviours, coping with disease

collective self-efficacy

- when groups of people share objectives

- the action that group takes, what type outcome do we get?

10.2 Self-esteem

- high SE = feel good about self

- lowe SE = feel less good /uncertain about self

- higher SE associated with

  - higher life satisfaction
  - lower depression and anxiety
  - higher self-efficacy

– more confidence in being liked by others

- in east asian cultures, SE is less strongly tied to SWB

    – more on fit in, instead of standing out

10.2.1 HSE cause better outcome?

- Evidence of objective differences is small

    – HSE and LSE equally liked, intelligent, competent

- Evidence that SE has causal effect over time

    – depression (medium-sized effect)
    – relationship and job satisfaction (small to medium effect)
    – health (very small effect)
    – occupational status (no effect)

10.2.2 Raising Self-esteem

- Authentic self-esteem vs unrealistic, overly positive message

    – narcissism "epidemic": better than other, superior than others; lack of caring relationship; constantly seek attention

        * negative outcomes: relationships/social

- Praising LSE children can backfile

    – person vs process praise

        * person praise: praise their personal quality $\rightarrow$ more shame after failure
        * process praise: praise what they have done

    – inflated praise $\rightarrow$ less challenge-seeking

10.2.3 Problem with self-esteem

- needs to be defended; behave aggressively to protect self-esteem

- average is not good enough; better than other; always feeling better than others

10.3   Self-compassion

- three elements of self-compassion

    - **self-kindness**: be kindly understanding yourself in terms of pain or failure rather than harsh or critical; it is fine to make this mistakes
    - **common humanity**: see your own failure as part of common human experience; feel more connected to others instead of being isolation; everyone will make the same mistakes
    - **mindfulness**: noticing your painful thoughts and feelings

- study – think of failure, humiliation, or rejection experience

    - self-compassion leads people to acknowledge role in negative events without feeling overwhelmed by negative emotions

- Self-compassion increases self-improvement motivations

    - incremental beliefs about a personal weakness
    - motivation to make amends and avoid repeating transgression
    - time studying for difficult test after failure

- misconceptions about self-compassion

    - confusion with self-pity
        * high SC people explain, it is common for everyone instead of it is only me who make this mistake
    - confusion between harsh judgment and discriminating wisdom
        * more about constructed criticism; be more perspective, what is the best way i can make improvements
    - confusion with self-indulgence
        * self-compassion: teach in a way that healthy to yourself, instead of just giving away/up and do something stupid to escape
    - confusion with making excuses; self-compassion is easier to see yourself/mistakes clearly
    - belief that motivation requires self-criticism
        * instead of avoiding negative feedbacks/getting good physical price; self-compassion is just doing for oneself and good outcome(healthier, better SWB)

Summary

- Self-esteem: feel about yourself; say something good to yourself to make u feel good

- Self-compassion: know/understand yourself; explain and understand yourself/action to make u feel good; teaching in a way that healthy to yourself

11 Optimism and hope

11.1 Optimism

- **Hopefulness**:

  - hope: finding permanent and pervasive causes of good events along with temporary and specific causes for misfortune
  - Despair: finding permanent and pervasive causes for misfortune and temporary and specific causes of good events

- **Optimism**:

  - Optimism is an expectation that future events will turn out well, arising from explanations for past events
    * stable (permanent) vs temporary
    * global vs specific
    * internal vs external
      · subjective vs objective
  - Dispositional optimism is associated with:

- **Realistic optimism**

  - optimistic thinking that does not distort reality
  - believe that things turn out well with you are part of that
    * e.g. making healthy decisions
  - using humour to move on

- **Learned optimism**

  - people can be more optimistic by paying attention to their explanation of life events
  - Adverse event or situation
  - Beliefs about that event – feel bad/good
  - Consequences of those beliefs – take the action in the future/ why bother? // super nervous
  - Disputation of beliefs – what if u want to say to someone else? what evidence u believe that?
  - Energized and optimistic – after convincing urself/ finding nothing against urself → find better for urself

- **Dispositional (tendency to expect good things about the future) optimism**

- higher life satisfaction and SWB
- Lower anxiety and depression
- Stronger immune systems and lower cardiac risk
- better adaptation to illness
- faster recovery from surgery
- more persistence in the fact of adversity
- more effective coping with stress
- better academic, athletic, and work performance

- **optimism bias**

  - tendency to overestimate our likelihood of experiencing good events and underestimate our likelihood of experiencing bad events
  - Why lowering your expectation will not make you happy?
    * interpretations matter
    * optimism changes reality
    * anticipation make us happy

11.2 Expectation and happiness

- Momentary well-being influenced by

  - overall expectation
  - degree of surprise (really boost our happiness)

11.3 Defensive Pessimism

- Does everyone benefit from learning optimism?

  - defensive perssimists imagine what could go wrong and keep low expectations as a coping mechanism
  - strategy helps anxious people manage their anxiety
    * show those type of people what is the best/worse case to deal with this situation and compare the possibility of each scenario

- defensive pessimists defined as those with high pessimism AND high GPA

- Encouragement came in the form of vote of confidence from experimenter

- with encouragement,

  - optimists are performing better with encouragement than without encouragement
  - defensive perssimists: are performing wrose with encouragement than without encouragement

11.4   Hope Theory

- Hope is the result of two processes

  - Pathways: believing that one can find ways to reach desired goals
  - agency: motivation to pursue those goals

- People scoring high on Hope scale

  - have more positive emotions and more confidence
  - set more difficult goals
  - perceive barriers as challenges and work around them

- Hope Findings

  - What hope predicts
    * high GPA and retention rates in post-secondary
    * better athletic performance over year (beyond ratings of ability at beginning)
    * Various measures of SWB (reciprocal relation)

11.5   Self-efficacy, optimism, hope

- hope and optimism are not domain speific, very general measures of how things turn out

- self-efficacy: best measures in speific domain, better predictors

- Hope:

  - goal-directed
  - future-oriented
  - generalized
  - cognitive
  - self-focused (own sense of ability to meet their goals)
  - perceived ability
  - perceived intention (will u take action, while optimism belief but not doing it/self-efficacy, measure if u can, but not doing it)

- optimism

  - goal-directed
  - future-oriented

- generalized
  - cognitive

- self-efficacy

  - goal-directed
  - future-oriented
  - generalized (maybe)
  - cognitive
  - self-focused
  - perceived ability

12 Courage

12.1 Courage

- Courage as a human virtue

  - valor/bravery – not shrinking from threat, challenge, difficulty
  - Authenticity/integerity - presenting oneself in a genuine, sincere way
  - Enthusiasm/zest – having a sense of vitality, energy
  - Industry/perseverance – persisting in a course of action despite obstacles

- Three types of courage (OByrne theory)

  - moral courage – expression of authenticiy in face of potential disapproval or rejection
  - physical courage – physical behaviour in pursuit of soceital good
  - vital courage – perseverance through disease or disability even when outcome is uncertain

- measuring courage

  - Woodard-Pury Courage scale: willingness to act despite fear
    * job or self-interest: e.g. asking for a raise if I really needed one
    * Beliefs: e.g. endure physical pain for my mroal beliefs
    * Social/moral situations: e.g. intense social pressure would not stop me from doing the right thing
    * family: e.g. would intervene directly in a dangerous domestic idspute if someone would get badly hurt

12.2 Authenticity

- live the way what you really want

- speaking of the truth

12.2.1 Authenticity Scale

- Authenticity involves two main things:

    - knowledge of ourselves and psychological realities

        * self-alienation: know/feel myself

    - honest presentation of ourselves to other people

- authentic living: (behave) stand by what I believe/true to myself in most situations

- accepting external influence: strongly influenced by the opinions of others

- A: Actual phsiological states/emtoions/deep level cognition

- B: conscious awareness of physiological states/emotions/cognitions

- C: Behavior and emotional expression

- A →(1.self-alienation) B →(2.authentic living) C (3.acception influence) → 1

    - From A, through self-alienation, we know ourselves, then through authentic living, we apply what we are to the practice. But during the learning and applying, we are affected by outside environment

12.2.2 Authenticity Research

- Authenticity related to higher self-esteem, life satisfaction, positive emotionality; lower perceivied stress

- Authenticity at time 1 predicted lower distress and higher life satisfaction 6 weeks later, but not the other way around

    - the people who are more authentic to begin with, they are more likely to have lower stress

12.2.3 Authenticity as a practice

- move away from the idea that people are authentic or not

- it is a collection of choices that we have to make every day.

12.3 Wisdom

12.3.1 Wisdom

- ability to think and act utilizing knowledge, experience, understanding, insight, and good judgment

- Accumulated knowledge that is embedded in the context of social relationships and experiences

- it is NOT:

    - inevitable outcome of advanced age
    - Equivalent to IQ

12.3.2 Approaches to Wisdom

- Praitical wisdom involves knowing:

    - when and how to make the exception to the rule
        * break rules to make something better
    - when and how to improvise
    - how to use moral skills in pursuit of the right aims

- **Balance Theory**

    - Tacit(xin zhaobu xuan) knowledge is acquired through personal experience and insight
    - wisdom is the application of tacit knowledge and personal values towards the goal of achieving a common good
    - wisdom is specific to certain domains of experience
    - Balancing of self and other interest with environmental contezt to achieve a common good
        * tacit knowledge underlying practical intelligence
        * Balance of interests
            · interpersonal
            · intrapersonal
            · extrapersonal
        * Balance of responses to environmental context
            · shaping
            · selection
            · adaptation

* common goal

- Wisdom as a stage of life (Erikson)

  - acceptance of life as it has been lived and reality of approaching death

- Wisdom as post-formal cognitive development (Piaget)

  - highly complex style of problem-solving

    * not just 0 or 1

  - grapple with contradiction, transcend self-focus, adopt larger perspective

12.3.3   Measuring Wisdom

- Cognitive

  - no solution $\rightarrow$ no attraction
  - instead of figuring out the solution, just let it be

- Reflective

  - hard to understand the view of others
  - cannot get rid of the negative feeling from the past

- Affective

  - not willing to help people who are in trouble
  - easy to get affected by people with emotions

- Wisdom of soical conflict resolution (Grossmann)

  - perspective shifting – understand each party's perspective
  - recognition of likelihood of change
  - prediction flexibility

    * if possible to change their mind

  - recognition of uncertainty and limits of knowledge
  - search for resolution
  - search for compromise

    * what is the final decision

- cultural difference – younger japanese showes greater use of wise-reasoning than same-age americans

12.3.4   Wisdom & Well-being

- Wisdom is correlated with life satisfaction

    - finding meaning in both positive and negative life experiences
    - Striving for personal growth and self-actualization s
    - favoring values related to social engagement and well-being of others
    - preferring cooperative conflict management

13   Mindfulness and Flow

- Mindfulness is cognitive style of awareness; quality of attention

- Mindfulness in Buddhist meditative practices

- Two components (bishop, 2004)

    - self-regulation of attention: maintained on immediate experience, allowing for increased recognition of mental events in the present moment
    - orientation toward one's experiences in the present moment characterized by curiosity, openness, and acceptance

13.1   Mindfulness Meditation

- Mindfulness is typically cultivated in formal meditation

- Mindfulness can also be practiced informally, during everyday experiences

- Three elements of mindfulness meditation

    - Intention – commitment to practice
    - Attention – observing contents of experience
    - Attitude – how a person pays attention to experience
        * non-judging: let the thoughts come in instead of picking the thoughts
        * non-striving: not to strive for some goals
        * acceptance: whatever the mood you have, accept it and be patient about it
        * openness and curiosity: be open and curious
        * gentleness
        * kindness: be kind to yourself

13.2   Mindfulness meditation

- Attention regulation

  - stroop task (different color with color word and to see that word out e.g. yellow in black, say yellow instead of black)

- Body awareness

  - physical experience of emotion

- Emotion regulation

  - reappraisal and exposure

- Change in perspectice on the self

  - move away from static, unchanging view of self

13.3   Effects of Mindfulness Training

- Effective in the treatment of a variety of clinical disorders

  - found to reduce anxiety, depression, chronic pain, eating disorders, substance abuse

- Positive effects on psychological well-being

  - self-regulation, positive emotions

- positive effects on health

  - reduces blood pressure, cortisol levels, muscle tension, inflammation, improved immune functioning

- Changes in the activity and structure of the brain

  - changes in brain patterns, and thickness of brain regions

13.4   Mindful Eating

- 6 ways to practice mindful eating

  - listening to your body and stopping when full
  - eating when our bodies tell us to eat
  - eating with others, at set times and places
  - eating food that are nutritionally healthy

- when eating, just eating
  - considering where food comes from

- How does mindful eating practice help weight loss?

  - increases awareness for internal and external eating cues
    * internal: full?
    * external: size of bowl? lots of people eats a lot in a buffee
  - Fosters self-acceptance around food
  - decreases stress, a cause of overeating

13.5   mindfulness with Others

- With Children

  - interacting with a mindful adult led to higher
    * positive affect and confidence in their ability
    * liking for the adult and belief they were liked by the adult

- With romantic partners

  - mindfulness correlated with
    * constructive responding to relationship stress
    * overall marital satisfaction

13.6   Downside of Mindfulness

- The evidence is not as robust as the hype

- For some, practicing mindfulness meditation activates anxiety, panic attacks, depression

- Rather than removing source of stress, some employers encourage employees to meditate

13.7   Characteristics of Flow

- What it feels like:

  - Complete concentration on task at hand
  - merging of action and awareness
  - loss of self-consciousness

- sense of control
- timelessness
- autotelic experience

- conditions under which it occurs:

  - activity has clear goals and immediate feedback
  - both challenge and skill are high

13.8 Flow and well-being

- How does flow increase well-being outside of the experience of flow?

  - More time spent in flow, greater quality of experience during the day
  - it prompts us to return to leisure activities and intrinsically motivated activities
  - Fosters competence and mastery
  - building of psychological capital (via positive emotions)

- Faux flow:

  - possess some elements of flow but lack others

- Flow is not only solitary experience

  - Flow can also be experienced while engaging in challenging, stimulating social activities

- Does flow lead to better performance?

  - more highly related to motivation to repeat activity than to objective performance
  - flow is a subjective experience
    * have good concentration
  - flow does not necessary lead peak performance

14 Spirituality & Religion

Spirituality: person or group search for the sacred (worthy of respect or devotion, or inspiring awe)
Religion: search for sacred within context of formal religious institution

14.1 Religion and Well-being

- Religiousness significantly related to better mental health, higher SWB, more positive emotions and fewer negative emotions, better physical health

- Religious behaviour more predictive than religious attitudes

- Why related to well-being?

  - social support – community of like-minded people
  - personality integration – resolve conflicting goals/ accepting dark part of yourself
  - generativity and altruism – promotes value of helping others
  - Coping strategies – provides reasons and hope
  - Meaning and purpose – offer 'ultimate' meaning
  - Health – managing stress (get social support, getting meaning), health behaviours

- four categories for religiosity vs well-being

  - adherents: first drop then goes up
  - atheists: remain the same at around 0
  - agnostics: remain the same at round -0.1
  - no religions: remain the same at round -0.2

- at point 3/7, adherents has the lowest well-being

  - their commitment to the region has detrimental effect

14.2 Elevation

- Elevation – experience of momentary joy in response to act of moral beauty or virtue

- May include warm feelings, expansion of heart, sense of being uplifted, connection with others, increased desire to help, motivation to become a better person

14.3 Elevation & Altruism

- people get more generous when they are made to feel good?

  - Experiment
    * elevation
    * amusement
    * control
  - Experimenter asked participant for help with another study

* ps who watching elevation category spend more time on helping with another study

- Elevation helps in insprit but not in kind

  – The content that ps watched is totally different from what they were helping with

14.4 Awe – something more powerful than you

- Awe – deep appreicative wonder at the immensity, beauty, and complexity of a phenomenon that takes on universal significance

  – stimulated by nature, art, and human excellence
  – Two prototypical features
    * vastness(beyond self's typical experience)
      · physical: see a breath-taking view/mountaintop view)
      · psychological : a brilliant idea
    * Need for accommodation (inability to assimilate experience into current mental structures)

14.5 Awe and prosocial behaviour

- Induced awe through memory, videos, or standing among trees

- Measures of prosocial, cooperative, non-self-interested behaviour

- Awe induction $\rightarrow$ small self $\rightarrow$ prosocial behaviour

  – after awe by something, people tend to feel more connected to the society/universe, which leads to more prosocial behaviour (helping more)

14.6 scientific awe and religious awe

- Both the natural world and human representations of the supernatural can create a sense of vastness

- confrontation with mysterious and unknown, but different consequences

14.7 Wonder

- Wonder – surprise when perceiving something very rare or unexpected, but not threatening

- linked to imagination, curiosity, aesthetics

- Opening of the heart of joy, gratitude, and love

- What triggers wonder?

    - physical: objects or processes nature

        * look at physical feature; strong endurance

    - personal: interactions with people or their work

        * see between different genration

    - Metaphysical: musing on the origin the universe

14.8   Religious Experience in the brain

- Mysticism diverges from ordinary conscious awareness; reality in a different form

- Entheogens drugs used to foster religous expereinces

    - ps gave magic mushrooms scored higher on measures of mystical experience, personal meaning, and spiritual significance

    - community observers noted positive changes in participants' attitudes and behaviours in 2 months following

14.9   Psychedelic Psychotherapy

- Single dose of psychedelic combined with psychotherapy may lead to lasting improvement in mental health

    - research underway to reat severe depression, anxiety, addiction

    - research is new and sample sizes are small

    - researchers are cautiously optimistic – point out time to change

15   Prosocial Behavior – helping other/ doing good and feel good

15.1   Altruism vs. Egoism

- Altruistic Motivation

    - Heping purely for the sake of providing benefit to another person

    - Viewing another's distress

        * Empathy (sympathy and compassion for other) $\rightarrow$ Altruistic motivation to reduce other's distress $\rightarrow$ Behaviour to achieve reduction of other's distress

- Egoistic motivation

    - Helping in order to obtain rewards or avoid punishments
        * monetary reward
        * public praise, self-praise
        * avoid social or personal punishment for failure to help
        * lessens personal distress at witnessing other's distress
    - Viewing another's distress
        * Distress (upset, anxious, disturbed) $\rightarrow$ Egoistic motivation to reduce own distress $\rightarrow$ Behaviour (possibly helping) to achieve reduction of own distress

15.1.1 Empathy

- Empathy: the ability to understand and share the feelings of another (with someone; getting the feeling with someone; drives connection)

- Sympahty: feelings of pity and sorrow for someone else's misfortune (looking down on; drives disconnection)

- Empathy may be dispositional

    - modest level of heritability; can be built overtime; can be practiced

- Empathy may be situationally-induced

    - Highlighting similarity between self and other; the more similarity you feel like someone, the more likely you take the other perspectives

15.1.2 The challenge of Empathy

- Why/when is empathy challenging?

    - Mental or emotional effort required
    - Beliefs about one's ability to be empathic
    - Recipient is an outgroup member

- Against Empathy: rational compassion

    - protect one side more will eventually be harmful to the other side

15.2   Compassion

- compassion: emotional response when perceiving suffering and authentic desire to help

- Compassionate is an instinctive response

- The collapse of compassion: as the number of people in need of help increases, the degree of compassion people feel for thme tends to be decrease

15.2.1   Cultivating Compassion

- Identified victims: as concrete as possible

    - who is the person that need help
    - e.g. putting a face to improve the likely to be helped
    - statistics might decrease the level of compassion
    - e.g. try to avoid the statistics

- Staying out of judgment

    - trust people they are doing their best
    - focus on what is(the situation) instead of not what should/could be

- Benefits of compassion

    - Giving benefits us more than receiving
    - moves away from self-focus and towards connection

15.2.2   Transgression Motivations

- Avoidance

- Revenge

15.2.3   Forgiveness

- Intrapersonal – overcoming anger, resentment, negative judgment

    - instead of one person

- Interpersonal – expressing feelings of good will and avoiding negative behaviour

    - between people

- A process or journey, not one-time event

- What makes forgiveness more likely?

– Transgressor apologizes sincerely

– Apology matches victim's preferences

15.2.4   Forgivenss Interventions

- Six weekly, 90-mins group sessions

  – Education about the negative consequences of grudge(anger, mad)-holding

  – Meditation and relaxation exerices

  – improve emotion regulation, reduce rumination

  – automatic thoughts, grievance(feeling of unfairness) narratives

- Results

  – Reduced negative thoughs and feelings about transgression

  – lowered stress and anger

  – increased forgiveness self-efficacy

15.2.5   Why Forgive?

- holding on to anger and resentment hurt you emotionally and physically

- forgiveness does not necessitate relationship maintenance

15.3   Gratitude

- Measurement of gratitude

  – 6-item scale

  – list of things to be grateful for

  – story about life coded for grateful themes

- Gratitude towards a person emerges when one receives a positive outcome from that person, who has behaved in a way that was

  – costly to them

  – valuable to the recipient

  – intentionally rendered

15.4 Gratitude Experiment

- gratitude has higher positive effect

- social comparison has no effect

- hassles has negative effect

15.4.1 Gratitude and relationships

- Gratitude is associated with greater life satisfaction, optimism, more positive and fewer negative emotions

- receiving gratitude increases desire to give back to others because people feel socially valued

- Gratitude for partner's thoughtful behaviour increases relationship quality for both partners

- People underestimate the positive effects of showing gratitude

15.4.2 When does giving thanks backfire

- Do not overdose on gratitude

  - ask people to come up with 20 gratitude things on one day

- do not let gratitude prevent you from recognizing your own effort and value

  - recognize your own effort

- do not apply gratitude to the wrong person

- do not use gratitude to avoid dealing with serious problems

  - workplace – high workload/ work environment in the organization/ concern related to work
    * cannot say, we are grateful to have job lol
    * we are grateful to have a job, but we do have serious issue to work on

- do not let power dynamics get in the way

  - do not always think that when someone provides you good things, they want to get something from you.

  - do not try to repay immediately, but try to give them the same amount in the future

16 Attachement and Love

16.1 Attachment Theory

- John Bowlby

  - Attachment: An emotional bond to one's caregiver as infant

- Three components of attachment

  - Proximity maintenance – keep close to caregiver
  - Secure base – feel comfortable exploring in caregiver's presence
  - Safe haven – seek comfort from caregiver when distressed

16.1.1 Attachment Styles

- Strange situation (Mary Ainsworth)

  - examines reaction of child to novel situation and stranger, with caregiver leaving and returning

- Attachment styles

  - Based on history with caregiver, we develop a tendency to relate to others in a certain manner

16.1.2 Adult attachment Style

- Secure: comfortable with intimacy and autonomy, trusting, constructive attributions and behaviour

- Dismissing: secure with sefl but not trusting of others, dismissing of intimacy, seeks independence

- Preoccupied: ruminates about relationship, overly seeks intimacy, jealous, clingy

- Fearful: ruminates about relationships, not trusting scared of and avoids intimacy

- Negative attitude toward self = Anxiety

- Negative attitude toward others = Avoidance

- x-axis: Views of self; y-axis: View of Others

	positive	negative
positive	secure	anxious/ambivalent
negative	Dismissive	Fearful

16.2 Attachment Style and Relatinoship Perception

- Higher attachment anxiety associated with

  - Greater distress for negative events
  - More relationship-threatening for negative event
    * left alone by your partner in a party: she probably think I am embrassing her
  - Less relationship-threatening for negative event
    * left alone by your partner in a party: she probably just run away for bathroom or there is something happening that really need her to be there.
  - less relationship-enhancing attributions for positive event
    * brought to dinner when u were sick: she owned me something and she needed to pay me back
  - more relationship-enhancing attributions for positive event
    * brought to dinner when u were sick: she showed her care about me and want to take good care of me

16.2.1 Attachment Style and Relationship Behaviour

- Anxious individuals (esp. women)

  - Displayed more stress, anxiety, anger
  - Exhibted more negative behaviour

- Avoidant individuals (esp. men)

  - Were less warm and supportive towards partner

16.2.2 Attachment Correlates

- secure people tend to be happier, having higher life satisfaction, and more positive effect

- Dismissive and Preoccupied people tend to be less happier, less life satisfaction and less positive effect on their life

- Fearful people has the lowest happiness, life satisfaction and possitive affect

16.2.3 Attachment Over Time

- Attachment styles can be self-perpetuating, but can

  - differ by relationship
  - change with relationship experiences
    * change happens when putting more trust $\rightarrow$ weaken avoidance

16.3   Love – sternberg theory

- Romantic love: intimacy + passion

- companionate love: intimacy + commitment

- fatuous love: passion + commitment

- key part: be with someone

16.3.1   Beliefs about love

- about romantic love

    - love finds a way
    - one and only
    - idealization
    - love at first sight

- over the long-term

    - people with strong romantic beliefs are no more likely to stay together
    - endorsement of romantic beliefs decrease after breakup

16.3.2   Self-expansion

- Self-expansion model

    - individuals seek to increase the capacity to achieve goals, enrich identities, learn new things
    - Study: Falling in love
        * people who fall in love use more terms to describe themselves
    - Engaging in novel and arousing activities can prevent declines in satisfaction
        * have exciting moment in the relationship
    - Study: Self-chosen exciting activities
        * did improve when experiencing more exciting/novel activities instead of just comfortable experience

- Also speaks to

    - why are we attracted to certain people over others?
        * some people offer more opportunities to growth
    - why do people leave one partner for another?

* new partner offers more opportunities for self-expansion
  - Why do some relationships eventually 'fizzle' out?
    * self-explanations drys up; shifting the way they spent time together
  - How can we cope with reakups in a positive way?
    * new sources for self-expansion

16.3.3 Marriage and Subjective Well-being

- Married peoplea are happier than non-married people (including divorced, widowed or never married)

  - But the quality of marriage also matters

- Marriage make people happy?

  - Protection effect: marriage makes people happy
  - Selection effect: happier people more likely to get married

17 Flourishing Relationships

17.1 Minding Relatinoships

17.1.1 Paying attention, not acting out of habit, creating new experiences

- knowing and being known

- Making relationship-enhacing attributions

- Acepting and respecing

- Maintaining reciprocity

- Continuity in minding

17.1.2 Knowing and being known

- Being open and authentic with your partner

- Empathic accuracy – ability to accurately infer the specific content of another person's thoughts and feelings

  - Watch tape of your discussion
    * note your feelings and meanings; guess partners
  - Accuracy typically associated with positive relationship outcomes, but not when the sentiment is relationship threatneing

17.1.3 Making relationship-enhancing attributions

- judgment about causes of behaviour

- e.g. why did your partner cancel your plans at the last minute?

	internal	external
stable	plan cancelled bc he thinks his work is more important	plan cancelled bc his boss is a jurk
temporary	plan cancelled bc he is upset about the arugment we had	plan cancelled bc he gets an important project to do

The best relationship-enhancing for negative behaviour is **external and temporary**. Bidiretional relationship between relationship enhancing attributions and relationship satisfaction

- People already satisfy in the relationship tend to make more relationship-enhancing attributions to their partner's behaviour

- More relationship-enhancing attribution, more satisfaction

17.1.4 Accepting and respecting of partner's faults and differences

- positive illusions – unrealistically favorable attitudes people have of their partners

- "Yes, but" strategy

  – yes, they are a bit "disadvantags", but they are really "good side of that disadvantage"

- Predict greater satisfaction, love, and trust, and less conflict, in both dating and marital relationships

  – there are self-fulfilling effects

  Positive Illusion

  – When couples start with high negativity AND also have high positive illusions, they are just as likely to stay together as those with low negativity
  – couples with high negativity and low positive illusion, easily break up
  – couples with low negativity and high positive illusion, works good

17.1.5 Maintaining reciprocity – fair balance of benefits

- social exchange theory: outcome = rewards - costs

  - rewards: good personality/ sexual satisfaction/ good cook
  - costs: does not like/ tend to reject all the time

- comparison level (CL) - expectations or standards against which outcomes are compared

  - satisfaction = outcome - CL

    * CL: the actually outcome and what we expected

- Comparison level for alternatives (CL_{alt}) - perceptions of alternatives to current relationship

  - dependency = outcome - CL_{alt}

    * the feelings of being someone else compares with the current one

17.1.6 Coninutiy in minding – being flexible and adaptable as relationships change over time

Goals and needs may change for many reasons

- personal growth and development

  - relied on the partner at the very beginning, then they developed the strength;

- internal or external stressors on the relaitonship

  - internal: passion fitting overtime
  - external: child comes

- individual or relationship experiences

- shifts in extended family or friend relationships

17.2 Communication

- How do happy couples talk about mundane events?

  - Bids for connection – attempt to create connection between two people

- Responding to bids

  - Turning toward

* yeah, that looks good.
* most healthy
    – Turning away
        * ok. Then go back to do own things
        * early on separation/divorce
    – Turning against
        * who cares about? why bother?

- Sending bids
    – Clear and direct
    – easy to turn towards

17.3   Capitalization

How do happy couples talk about positive experiences?

- Acitive-constructive responding
    – enthusiasitc, genuine interest (match with the entusiasm)
    – e.g. that great news/ I am so happy for you

- passive-constructive responding
    – mild positive response
    – e.g. that is good, what is movie we see tonight

- Acitive-destructive responding
    – Points out downside (say something that focus on the downside)
    – e.g. ahh, it is hard for you. you need to work on that

- Passive-destructive responding
    – Displays general disinterest
    – e.g. ignore the fact at all.

Effect of capitalization on positive affect and life satisfaction is enhanced when others react actively and constructively.

Active-constructive responding is associated with higher relationship well-being

How does capitalization work?

- with constructive response, it increases the perceivied value of the positive event

- increase trust and perceived closeness

Individual and cultural differences

- individual differences: someone does not enthusiasitc by nature

- cultural differences:

  – asian people: more hesitated to share positive events bc of worrying about the negative effect in the relationship
  – western people: happier to share positive events with high enthusiasm

18   School and Work

18.1   School and work

18.1.1   Positve Schooling

- Care, trust, respect for diversty

  – developmental discipline, grounded in attachment theory

- Goals:

  – stretch goals – slightly more difficult than obtained previously
  – goals: beyond the ability but not too high

- Motivation

  – Teachers' own enthusiasm, expectations, praise
    * Teachers should show the passion
    * ensure the expectation is clear
    * praise approach
      · process: better for low self-esteem person
      · result

- Hope

  – Learning how to learn
  – be able to find another route with motivataion/hope

- Societal contributions

  – Empowerment to educate others

18.1.2   Gainful Employment

- Gainful employment: Work that contributes to a healthy life

- characterized by

  - Variety in duties performed
    - ∗ easily get bored if always doing the same task
  - safe working environment
  - income for family and self
  - happiness and satisfaction
  - positive engagement and involvement
  - purpose derived from providing a product or service
  - sense of performing well and meeting goals
  - companionship of co-workers
  - Working environment that respects diversity and inclusivity

18.1.3   Employee Engagement

- Employee engagement: positive and fulfilling state of mind characterized by energy, involvement, and efficacy

- What promotes employee engagement?

  - positive emotion at work ↔ work engagement
    - ∗ enhance problem-solving and creativity
    - ∗ increase helpful behaviour, social support
    - ∗ fosters workpalce achievement
    - ∗ greater approach orientation, initiative
  - Being in flow
    - ∗ skill variety
    - ∗ task identity
    - ∗ task significance
    - ∗ autonomy
      - · workers are able to choose the task freely
    - ∗ feedback

18.2 Leadership

- Provide clear goals and job duties

  - people need to know what to do

- awareness of bias and power differentials

- genuine and authentic in interactions

- ehtical and demonstrate moral values

- honest and model integrity

- find employees strengths and build on them

- trust their workers and facilitate their trust

- encourage diverse views and take feedback

- set high but reasonable standards

- can deliver corrective feedback

18.2.1 Using your strengths

- Recognize your strengths, and develop them

  - match people, do not "fix" them

- myths that inhibit us from using our strengths

  - fixing our weaknesses is a bettter strategy that building our strenghts
  - you can do anything you put your mind to
    - * knowing your limit and working on it

- real correlation with a society that tells people you can do anything, and the existence of low self-esteem

18.3 Meaning in work

- How do you view your work?

  - job - means of earning a living
  - career - source of achievement, competition, prestige, satisfaction
  - Calling – source of personal fulfilment, serving a socially useful purpose
    - * drawback: endless working; hard to let work go

- Same occupations can be crafted in more or less mearningful ways

  - preception of job's conribution
  - nature of relationships

18.3.1 Finding meaningful work

- accept confusion

- do not pigeonhole yourself

- aim to be wide achiever, not a high achiever

- find where your values and talents meet

- act first, reflect later

- approach work as a life-long experiment

19 Excellence & Creativity

19.1 Excellence: Nature

- Excellence: the acquisition of extraordinary skill or talent in a specific area of expertise

- The 'nature' of excellence

  - Talent shows low heritability
    * it is fairly small
  - Talent is not likly the result of a single trait

- The 'nurture' of excellence

  - experience
    * knowledge of understanding; building the knowlegde base
  - opportunity
    * allow us some chance to nurture the activity
  - practice
    * 10000 hours, 10-year rule
    * The contribution of practice recently questioned

19.1.1 Deliberate Practice Meta-Analysis

- The variance of performance is explained by practice – from ok to excellence that practice has the most effect

- By Domain

  – Games: 26%   Music: 21%   Sports: 18%   Education: 4%   Professions: < 1%

- By predicatablity – more practice, higher predicatablity

  – High: 24%   Moderate: 12%   Low: 4%

- By method:

  – retrospective interview: 20%   log: 5%
  – retrospective method is more accurate than the log method

19.2   Incresing Success

- Why do athletes keep breaking world records?

  – Access at an earlier age
  – more focus on training
  – Recovery from injury
  – Technology to fine-tune technique
  – The will to break a barrier

19.2.1   Excellence: Motivation

- Motivation to pursue excellence

  – Girt = persistence + passion
    * determine oneself in a long term
    * passion - self-defining activites athat one loves, finds important, and invests time and energy in
  – Grit predicts academic performance better than IQ
    * low IQ with high grit cannot make people successful

19.3   Excellence in Teams

- for basketball/football:

    - team performance has a gradual increase with 0 percent to 60 perecent of talent players involved, but it drops after more talent players join the team

- for baseball:

    - team performance has a gradual increase with 0 percent to 80 percent of talent players involved, but it remains the same even though more talent players join the team

- Should you pack your team with as many superstars as you can?

    - no, if cohesiveness is important

19.4   Creativity

19.4.1   What is Creativity

- developing something that is original, novel, surprising, unexpected, adaptive

- Making a meaningful contribution to culture

- Issue with meansurement of creativity

    - **Little c** creativity: every day creativity
    - **Big C** creativity: transforms culture and history

19.4.2   The Creative Process

- How creativity happens, how creative works develop

- Divergent thinking: thinking in many different ways that may or may not show direct relevance to a solution

    - unfocus thinking; as much thinking as possible

- Convergent thinking: problem-solving strategies converge on single correct answer

    - move in to the one conclusion

19.4.3 Alternate uses test – measure the divergent thinking

- Think of as many uses as possible for the some objects

- The test measures *divergent thinking* across fours subcategories

  - **Fluency** - how many uses you can come up with
  - **Originality** - how uncommon those user are
  - **Flexibility** - how many areas your answers cover
  - **Elaboration** - level of detail in responses
    * action you take

19.4.4 Remote Associates Test

- For each set of 3 unrelated words, come up with a 4th word that connect all 3 – converge into one single answer

19.4.5 The creative process

- 4 stages of creative process

  - preparation - information gathered, ideas generated
    * gather information, thinking boardly – divergent
  - incubation - cognitive processing beneath the surface
    * processing
  - illumination - creative solution emerges unexpectedly as an insight
    * at some level, thinking at the all time
  - Verification - creative solutions shaped to final form

19.4.6 What spurs creativity?

- Control: school canceled, have entire day, what would you do? who would you see? where would you go?

- Childhood: 7 years old school canceled, have entire day, what would you do? who would you see? where would you go?

- The experiment shows that childhood condition has better creative originality

20 The future of Positive Psychology

20.1 The problem with positive thinking

- positive thinking is pleasurable, but that does not mean it is good for us

- Fantasizing about happy outcomes may hinder people from attaining them

  - some anxiety can push us achieve better

- losing weight, recovering from surgery, performing well on an exam, getting a job

- why? Imagining desired outcome may drain you of the energy you need to take action

- Alternative: Mental contrasting

  - Wish – feasible wish e.g. eat healthier
  - Outcome – image the positive outcome
  - Obstacle – face some obstacles with more positivity
  - Plan

20.2 Acceptance of Negative Emotions

- Measures:

  - 16-item Acceptance of Negative Emotions
    * e.g. I try to suppress thoughts and feelings I do not like
    * I try hard to avoid feeling depressed or anxious
  - Stressful life experiences and their impact
  - Depression symptoms

- Results:

  - for low stress people:
    * low/high acceptance developed fairly low depress symptoms; low acceptance developed the least depressive symptoms
  - for high stress people:
    * high acceptance people have significantly less depressive symptoms than the people with low acceptance

20.3   Is there a dark side of happiness?

- Wrong time for happiness

  - safe vs theatening environment
  - emotions signal to others

- Wrong types of happiness

  - Some may have negative social consequences
  - Some may not be aligned with cultural values

- Wrong degree of happiness

  - extremely high positive emotion or extremely low negative emotions
    * people may enjoy the process but it is not good for the long term
    * when people do not really feel fear or stress which they will not emphasize to other, that is a negative effect to the relationship

- Wrong ways to pursue happiness

  - At the expense of others' well-being
    * e.g. onlycar/school/job achievement; the quest for those might hurt people
  - Paradox of pursuing happiness directly
    * The more happiness people values, the less happy people feel

20.4   Can people be too happy?

Data from world values Survey

- People with highest levels of happiness: success in close relationships and volunteer work

  - wanting more might result an unsatisfaction; be happy on what already get

- People with moderate levels of happiness: success in income and education

  - a little bit unsatisfaction might result a better goal setting

- income:

  - above average → average → highest → below average → lowest

20.5 Paradoxical effects of valuing happiness

- observes:
  - people with low life stress
    * people have high subjective well-being when valuing happiness less
    * people have low subjective well-being when valuing happiness more
  - people with high life stress
    * no matter whether valuing happiness more/less, they all experience low subject well-being
  - people watch happy film clip
    * people in control group have higher hedonic balance
    * people in valuing happiness group reports lower hedonic balance relative to control group
  - people watch sad file clip
    * both group report low hedonic balance

- results: valuing happiness too much might result in feeling less happy

- Why does valuing happiness backfire?
  - they set higher standards for happiness
    * higher than reality
  - people are not always accurate about what will help them achieve happiness
    * people are not good predict how our feel
  - They monitor their attainment of their happiness goal, which can impair their ablility to actually achieve it.
    * really focus on how happy rn/how to get happiness, it can avoid getting happiness

20.6 The importance of context

- psychological traits and processes are not inherently positive or negative; instead, whether psychological chearacteristics promote or undermine well-being depends on the context in which they operate

- In relationships:
  - optimism (positive expectancies) – expect better outcome
    * in a more positive maritial skills, couples have more positive expectation shows better satisfaction than couples have less positive expectation

71

* in a more nagetive maritial skills, couples have less positive expectation shows better satisfaction than couples have more positive expectation
  · want to get more positive expectation but it is really hard in a negative scenario, which leads the worse satisfaction

- kindness — encourage/critisziing parter
  * in a less servere marital problmes, couples with more kindness have better satisfaction
  * in a more servere marital problmes, couples with less kindness have better satisfaction
- forgiveness
  * in a less hostile partner behaviour, more forgivenss shows better result than less forgiveness
  * in a high hostile partner behaviour, less forgiveness shows better result thank more forgiveness
    · less forgiveness can protect from the hostile situation
- positive attributions
  * in a less servere marital problmes, couples with more positive attributions have better satisfaction
  * in a more servere marital problmes, couples with less positive attributions have better satisfaction

• In good/positive relationship, those positive processes will have the better outcome and better satisfaction for both partners

• In negative/bad relaitonship, those positive processes will lead the worse relationship satisfaction, as those processes do not make/force people to change to make the relationship flourish

20.7 What is a life well-lived?

• Limits of happiness and satisfaction as outcomes

- full involvement in life includes negative experiences
  * be positive all the time and live happier
- happiness as a by-product rather than a goal
  * purpose of life: live and live well instead of just being happy

• Alternative goals to happiness

- personal meaning and purpose – have direction with work/life
- prosocial pursuits – help people/community in life

20.8   How to live better

- diagnose yourself

  - know your happiness setpoint
  - understand your strengths and challenges
  - what is working for you? what is good on working for someone else

- improve your mental hygiene – changing the thinking

  - cogitive therapy – good for people struggling with anxiey and depression
  - meditation – improve the emotion
  - exercise

- Improve your relatedness

  - work on valued relationships, share activites with friends

- Improve your work

  - reframe your work as a calling, use your strengths
  - take step to make it more meaningful

- improve your connection to something beyond yourself

  - participate your religion, or some other organization with a noble purpose and history