

# Happiness and Wellness: A Self-Care Course



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## **Executive Summary**

Positive Psychology is an emerging field in the practice of psychology. The leading researcher, Martin Seligman, first published his book, *Authentic Happiness*, in 2002. His research runs concurrently with the self-improvement industry, which was worth 9.38 billion dollars in 2018. This need for people to better themselves has led to a dearth of misinformation flooding the market. The goal of this project is to provide a weekend workshop for adults that is based in science and provides learners with foundational knowledge of the psychology behind happiness, as well as, strategies to help increase theirs.

Technology involved in the workshop includes PowerPoint presentations using audio and video, a website with resources for support after the workshop, and interactive activities during the workshop, such as character surveys and baseline happiness questionnaires.

### **Psychology of Happiness and Well Being Outline:**

1. What is Happiness?
2. What is Resilience?
3. Misconceptions of Happiness
4. Cognitive Distortions
5. Introversion/Extroversion
6. Developing Positive Habits
7. Happiness Enhancing Strategies

### **Intended audience:**

The workshop is intended for adults who are interested in wellness and looking to increase their mental well-being and happiness.

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## I. Desired Results

### A. Broad Goals and Big Ideas

Positive Psychology is an emerging field in the practice of psychology. The leading researcher, Martin Seligman, first published his book, *Authentic Happiness*, in 2002. His research runs concurrently with the self-improvement industry, which was worth 9.38 billion dollars in 2018. This need for people to better themselves has led to a dearth of misinformation flooding the market. The instructional goal of this project is to provide a weekend workshop for adults that is based in science and provides learners with foundational knowledge of the psychology behind happiness, as well as strategies to help increase theirs. The workshop is intended for adults who are interested in wellness and looking to increase their mental well-being and happiness. The instructional format is face-to-face (VILT optional), with a website housing resources available for support after the workshop.

The overall goals of this workshop are:

1. Workshop attendees will learn how to identify science-based methods of increasing happiness and avoid misinformation.
2. Workshop attendees will learn foundational knowledge of the psychology behind happiness.
3. Workshop attendees will learn strategies to increase their happiness.

### B. Learning Objectives

The Psychology of Happiness and Wellbeing Workshop attendees will learn the psychology behind happiness.

By the end of a workshop, attendees will be able to:

- List at least 5 common misconceptions of happiness and explain why they are misconceptions.
- Recognize 80% of the cognitive distortions presented and identify the one(s) that affect their lives.
- Explain the hedonic treadmill and identify the differences between pleasures and gratifications and show personal examples.
- Increase their levels of happiness through the application of happiness enhancing strategies measured through a 3-month and 6-month follow up survey.

### C. Needs Analysis

In order to understand the needs of adults in the area of Olmsted County Minnesota regarding happiness and mental well-being, a needs assessment will be conducted. The assessment will be conducted in the area and will include quantitative data collected via surveys in the form of optimals and actuals. Qualitative data will be gathered via interviews in order to elicit feelings of the target audience.

The initial target audience consists of adults of any age in the Olmsted County region looking to improve their happiness and well-being due to this region being one of the most health-conscious regions in the United States as outlined in a Business Insider Article (Lebowitz 2018) based off of a US News and US Department of Health and Human Services ranking (US News 2018). Individuals that are health conscious or looking to improve their happiness and mental state are abundant in this region. This target audience may be expanded or refined after the first workshop; depending on the evaluation of the workshop and subsequent revisions. While the target audience is focused on individuals that are willing and often seeking opportunities like this workshop, this program could be incredibly beneficial to all adults.

The design of the needs assessment will follow a tiered strategy in order to narrow down the focus of adults in the Olmsted County area to just individuals that are likely to sign up for and participate in the workshop. The first sample population will be randomly sampled from the targeted region and contain the minimum sample size to be statistically relevant.

The initial round will be a survey and include mostly questions related to determining if the surveyed individual should be considered as “likely to participate in the workshop” or not as well as actuals. Most questions will be behaviorally based in order to determine if surveyed individuals are part of the target audience. Some of the survey will be dedicated to actuals and based off of the Oxford Happiness Questionnaire (Hills and Argyle 2001). The individuals identified as being likely to participate in the workshop will be considered as the sample and move onto the second round. Individuals that meet the minimum criteria based on the survey scorecard will be identified as likely to participate.

The second round of the needs assessment will include a random sample of the identified group in round one. This subsampling will be included in two different activities: focus group sessions and interviews. The purpose of the focus group is to elicit potential follow up questions in the third round of questioning via a survey in order to elicit quantitative data regarding optimals and solutions. The interviews will be utilized for eliciting feelings and perceptions.

In the last round of questions, the questions will be the follow-up to the discovery questions in round two. These questions will be looking to elicit optimals and solutions content mix. This survey will still be a random subsample of the initial survey of individuals that are likely to participate in the health and well-being workshop. This survey will include both qualitative and quantitative data.

#### Round 1: Initial Survey

The initial survey will be a random sampling of individuals in the Olmsted County region with enough respondents to be statistically relevant. Initial questions will be behaviorally based to determine likelihood to participate in a workshop based on past behaviors to improve oneself as well as participate in similar group activities. If the number of questions regarding participation behavior that are responded to exceeds fifty percent, the individual will be deemed as likely to participate. A portion of the survey will be dedicated to actuals that the participants are experiencing. The responses, regarding actuals, that come from individuals that are deemed likely to participate will be weighted more than individuals deemed not likely to participate as they are not the target audience.

#### Round 2: Interviews and Focus Groups

The follow up interviews will include a random sampling of the subgroup of individuals that are deemed as likely to participate in the workshop. The first activity will be individual interviews that

are designed to focus on feelings and perceptions of potential participants. Interview questions will be focused on feelings and perceptions related to mental health and potential topics in order to effectively gather the feelings of the subsample for the questions in the final survey regarding the content mix. Next, focus groups will be conducted on the major areas of research in order to determine the questions in round three regarding optimals. The questions and discussions for both the interviews and the focus groups will be open-ended and exploratory.

#### Round 3: Follow Up Survey

In the last round of the needs assessment, questions gleaned from round two will be sent in a survey format to another random subsampling of the group that is deemed as “likely to participate” based on the survey from round one. The survey will contain questions on the desired solutions content mix based on the interviews from round two that are designed to further narrow the content and emphasis of the instruction. Along with the solutions, there will be questions on the survey dedicated to perceived optimals based on the focus groups report from round 2. These questions will be based on the Oxford Happiness Questionnaire (Hills and Argyle 2001).

## **D. Task Analysis**

### Topic Analysis

Based on the field of Positive Psychology and the goals of the workshop, a Topic Analysis was conducted. The two primary topics are summarized as “defining the foundational concepts” and “tools to apply the concepts” respectively. These are generalized topics that each have several subdomains as well. The detailed topics and subdomains are as follows:

#### **Topic 1: Defining happiness, resilience, and the misconceptions of the realm of study**

1. Happiness
  - 1.1. What is happiness?
    - 1.1.1. Happiness defined
    - 1.1.2. Happiness as a state
    - 1.1.3. Two components of happiness
      - 1.1.3.1. Experiencing positive emotion
        - 1.1.3.1.1. Types of positive emotions
        - 1.1.3.1.2. Activities to increase positive emotions
      - 1.1.3.2. A perception of the quality of life
    - 1.1.4. Composition of happiness
      - 1.1.4.1. Happiness and genetics
      - 1.1.4.2. Happiness and circumstances
      - 1.1.4.3. Happiness and the self
    - 1.2. Can people become happier?
  2. Resilience
    - 2.1. Resilience defined
      - 2.1.1. Common definitions and uses
      - 2.1.2. Resilience in positive psychology
        - 2.1.2.1. Characteristics of resilience
        - 2.1.2.2. How resilience develops

- 2.1.2.3. Tools to build resilience
- 3. Misconceptions of happiness
  - 3.1. Common cultural perceptions of happiness
  - 3.2. Hedonic adaptation

## **Topic 2: Tools for managing happiness and well-being**

- 1. Combating cognitive distortion
  - 1.1. Cognitive distortion defined
    - 1.1.1. Common types of cognitive distortions
  - 1.2. Adapting thought patterns
    - 1.2.1. Cognitive behavioral therapy
- 2. Managing introversion and extroversion
  - 2.1. Introversion defined
  - 2.2. Extroversion defined
  - 2.3. Understanding introversion and extroversion
- 3. Developing positive habits
  - 3.1. Habits defined
  - 3.2. Examples of bad habits
  - 3.3. Examples of good habits
- 4. Happiness enhancing strategies
  - 4.1. Gap analysis
  - 4.2. SMART goals
  - 4.3. Future resources

## **Procedural Analysis**

As a prerequisite to the main three learning objectives outlined in the Broad Goals and Big Ideas section, the steps to accessing the course modules and filling out the initial assessment are detailed below. These procedures are foundational and will be utilized to set a baseline for the rest of the workshop.

### **Task: Complete the Misconceptions of Happiness Assessment.**

#### **Procedures:**

- 1. Access the training module
  - 1.1. Navigate to the training module
    - 1.1.1. Open the web browser
    - 1.1.2. Enter in the URL: <https://happinessandwellnesscourse.wordpress.com/>
    - 1.1.3. Under courses, select Module 1.3: Common Misconceptions
    - 1.1.4. Click on the download button for the Misconceptions of Happiness Assessment
- 2. Complete the assessment
  - 2.1. Read the directions at the top of the page
  - 2.2. Answer each question

- 2.2.1. Read the question carefully for full comprehension
- 2.2.2. Select the answer that best fits for each question
- 2.2.3. Review the question and answer before proceeding
- 3. Review the final scores
  - 3.1. After answering each question, select submit at the bottom of the page
  - 3.2. Review each category and subcategory's score
  - 3.3. Note the scores down for reflection later in the course

During the workshop as a part of topic 2.1 Combating Cognitive Distortion, participants will engage in a worksheet based activity identifying the different types of cognitive distortion. In order to complete this activity, the project team has identified the following steps to access the Activities and Resources section of the workshop site and download the worksheet.

**Task: Fill out the cognitive distortion worksheet.**

Procedures:

1. Navigate to the worksheet
  - 1.1. Open the web browser
  - 1.2. Enter in the URL <https://happinessandwellnesscourse.wordpress.com/>
  - 1.3. In the main navigation, select the Activities and Resources section
  - 1.4. Click on the link for the cognitive distortion worksheet
    - 1.4.1. Select “download” to download the worksheet from the training website
    - 1.4.2. Open the file explorer and select “downloads” from the left-hand navigation
    - 1.4.3. Double click on the worksheet to open in Adobe PDF Reader DC
2. Complete the worksheet
  - 2.1. Complete each question
    - 2.1.1. Read the scenario carefully for full comprehension
    - 2.1.2. View the different options (types of cognitive distortion)
    - 2.1.3. Select the type of cognitive distortion that best fits the scenario
    - 2.1.4. Review the scenario and answer before proceeding
3. View and reflect on the scores
  - 3.1. Scroll to the last page to view the answer key
  - 3.2. Review each question for accuracy
    - 3.2.1. Note the correct answer for the question
    - 3.2.2. Review the actual answer for the question
    - 3.2.3. Compare to see if the answer is correct
  - 3.3. Reflect on the scenarios and different types of cognitive distortion

In order to facilitate the workshop’s final module, 2.4 Happiness Strategies, participants will select a specific strategy as the transitional application of the third learning objective to the post-workshop continued learning and application. Participants will select the initial Happiness

Enhancing Strategy to apply. Post-workshop, participants can follow the procedure below to select additional strategies beyond the initial strategy selected during the workshop.

**Task: Identify and select a happiness enhancing strategy to apply to daily life.**

Procedures

1. Navigate to the worksheet
  - 1.1. Open the web browser
  - 1.2. Enter in the URL <https://happinessandwellnesscourse.wordpress.com/>
  - 1.3. In the main navigation, click on Module 2.4: Happiness Strategies
2. Select the happiness enhancing strategy
  - 2.1. Review the list of happiness enhancing strategies
  - 2.2. Identify the personal fit for each strategy
    - 2.2.1. Review each happiness enhancing strategy
      - 2.2.1.1. Identify the unique characteristics of the strategy
    - 2.3. Select the strategy with the best personal fit
  3. Apply the happiness enhancing strategy
    - 3.1. Note the happiness enhancing strategy selected
    - 3.2. Review the selected strategy
      - 3.2.1. Identify the unique characteristics of the strategy
      - 3.2.2. Review each personal strength identified in the previous unit
    - 3.3. Apply the strategy
      - 3.3.1. Identify three ways the unique characteristics of the strategy can be utilized in daily life
      - 3.3.2. Note the three ways for future use
        - 3.3.2.1. Review the note daily
    - 3.4. Reflect on how to apply the strategy in the future
      - 3.4.1. Once per month, identify 3 ways to adapt the strategy in a unique way in daily life for further enhancement of happiness
      - 3.4.2. Note the three ways for future use

## II. Evidence of Acceptable Results

### A. Formative Evaluation

The instructional Design team will conduct a formative evaluation of the workshop, “The Psychology of Happiness and Wellbeing,” with the intent of making the workshop enjoyable and informative for the attendees. The team will not only be evaluating the efficacy of the course content, but the satisfaction of attendees.

The team’s initial design is guided by surveys that have been sent out to potential attendees who have expressed an interest in such a workshop. Once the workshop has begun, the team will be evaluating the efficacy as it goes. Activities to show understanding of the information will be provided at set points during the workshop. These points are as follows:

- Within the unit on Misconceptions of Happiness (covering the Hedonic Treadmill)
- Following the unit on Misconceptions of Happiness
- Following the unit on Cognitive Distortions
- At the end of the course (Course evaluation/learner satisfaction)

The aforementioned activities will inform future decisions made about the workshop and how it is presented.

#### Expert Review

As the Subject Matter Expert (SME) is part of the design team, there will be continual oversight of materials and pacing during the build phase of the workshop. The SME will work closely with the Materials and Technology Development Lead to oversee accuracy of the information and guide the overall design.

#### User Review

Prior to the initial implementation of the workshop, potential attendees (users) will be given an opportunity to fill out surveys to guide the design. The pre-surveys will include questions about the user's interest in mental health, self-improvement, and preferred learning styles. The users will be given activities during the workshop to assess their understanding of the materials, and then they will have the chance to provide feedback after the course. This feedback will serve as an aid for the design team as they evaluate and refine the workshop.

Key Questions	Evaluation Method	Data Collection Instrument
How useful was the information presented in the workshop?	Survey	Questionnaire
How well did the attendees understand the topics that were presented?	In-workshop activities	Observation and discussion
Did the attendees feel that the information presented	Survey	Questionnaire

<b>was on par with their expectations?</b>		
<b>How was the pacing of the presentation?</b>	Survey	Questionnaire
<b>What improvements can be made to the workshop?</b>	Survey, Interview	Questionnaire, Interview log

## B. Summative Evaluation

### Summary

This summative assessment is an evaluation of the Happiness and Well-being Workshop post workshop completion and launch. The purpose of the assessment is solely to check for understanding, but it's important to note that the intention is not for the instruments to play a role in adjusting the instruction in an effort to enhance learning. In order to be effective, the assessment must provide participants with a way to demonstrate that they have achieved the key learning objectives and have a deep understanding of the concepts and how to apply them. Additionally, the summative assessment builds upon the formative assessments.

The assessment will focus mainly on the evaluation of the participant's understanding of key concepts and progress towards the course objectives. We will focus on two summative assessment methods (see **A.4 Summative Evaluation Instruments**). These assessments will take place directly after the course, 3 months after the training and then, at the 6-month mark. First, participants will complete a self-assessment and reflection questionnaire in which they evaluate their own learning and their ability to apply key course concepts. At the 3-month mark, summative interviews will be conducted with participants to evaluate the information they have retained and determine how they are doing with applying key concepts. Finally, at the 6-month mark, this same summative interview will be conducted again to see if participant answers have changed. management. These two approaches will assist us in determining, big picture, how successful the learning was.

### Benefits of the Summative Assessment

- Could lead to an increase in motivation
- Allows the learner to apply the concepts they have mastered
- Helps to identify learning and facilitator gaps
- Contributes to learning outcomes
- Ability to help refine future learning

### Key Questions for Summative Evaluation

1. Has the participant mastered the learning objectives of the course? Mastery means that they not only understand the objectives, but that they also know how to apply them in their daily lives.
  - a. Does the participant feel confident that they can begin to apply key concepts immediately after training?
  - b. Does the participant understand the role resilience plays in their own happiness?

- c. Does the participant understand and apply effective techniques that can help to enhance their happiness?
  - d. Does the participant take responsibility for his or her own role in their happiness?
2. Has the course been successful in helping learners to identify things that may hinder their perception of happiness?
  3. Was the course helpful and effective for participants?
    - a. Did participants gain new information from the course?
    - b. Do participants understand what resources are available to them?
    - c. Was the method of course delivery effective?
    - d. Were any key aspects pertaining to happiness that could be beneficial to the learners not covered?

Techniques to Check for Understanding

Short-Term Assessment		
Method	Purpose/Procedure	Details
<b>Self-assessment and reflection questionnaire</b>	Used to assess immediate knowledge absorption post learning.	Assessment will be provided to all workshop attendees at the end of the workshop.  Participants will be encouraged to complete the assessment/questionnaire prior to leaving for the day.

Short-term Outcome Considerations:

Short-term assessments provide an immediate assessment of what learners have retained by the end of a lesson and/or workshop. These results can provide feedback related to how clear concepts are, the level of difficulty of the workshop (either too difficult or too easy), the extent to which learners were engaged in the learning experience and whether or not the learning met the learners where they are in their current knowledge.

Long-Term Assessments		
Method	Purpose/Procedure	Details
<b>3-month interview</b>	Evaluate the extent to which the learning material was retained.	Interview invites will be sent to all workshop attendees. Participants will be asked to come in for an in-person interview. In certain circumstances, we will arrange a zoom interview.
<b>6-month interview</b>	Evaluate the extent to which the learning material was retained	Interview invites will be sent to all workshop attendees. Participants will be asked to come in for an in-person interview. In certain circumstances, we will arrange a zoom interview.

Long-term Outcome Considerations:

Long-term assessments can provide a wealth of information for the program designer and developer as they provide feedback related to what learners have been able to retain over a specific period of time. Although there are factors that can impact long term learning such as the learner's need for the information and the frequency to which the learner has had to retrieve the information, it can still provide strong indicators of:

- The effectiveness of the workshop's design
- The relevance of the key concepts to the learner
- How effectively the designer was able to tie key concepts to examples the learners can relate to
- Whether or not the learning was engaging enough

### **III. Learning Experiences and Instruction**

#### **A. Learner Analysis**

The workshop is intended for adults who are interested in wellness and looking to increase their mental well-being and happiness. In order to effectively determine their needs, the project team will obtain data that is reflective of their motivations, needs, backgrounds and any potential challenges that may impede upon their ability to learn. Uncovering more about the learner's needs will assist the team in determining the instruction that would be most suitable.

##### **Target Learner Identity**

According to the Southern Regional Education Board, the average adult learner is 25 years of age or older. This learner group typically spans the gamut in terms of experiences, adult responsibilities, career experience in number of years worked and field of expertise, race and cultural backgrounds. They typically do not follow the traditional pattern of enrolling in postsecondary education immediately after high school. The learners interested in the course material range from those who are just starting to embark on their wellness journey and extends to those who have made utilizing supplemental resources related to wellness a habit or norm.

##### **Understanding Prior Knowledge**

The ability for adult learners to solidify key concepts in their minds and be able to recall them at will is heavily influenced by the following elements that we must consider in the learning:

- The collective of each person's life experiences
- Learned and or, inherent habits related to learning and perceiving information
- The fact that new knowledge always builds upon existing knowledge. We need to confirm the baseline for existing knowledge of adult learners over 25.
- The way one communicates as it relates to language, verbal and non-verbal cues, attitudes, and temperament

##### **Assumptions**

The following assumptions are based on both the collective data amassed by the Psychology of Happiness and Well-Being Workshop team as well as scholarly resources in related fields. Due to the project teams' professional background in adult learning, they are considered SMEs on the topic. The following list provides the assumptions of the workshop learners:

- English is a primary language
- Learners are employed, likely full-time
- Learners have a high-school education or above
- Learners have responsibilities and or, activities that occupy their time outside of work such as family, pets, small business, sports, volunteer work, part-time employment, school, ect.
- Learners have a vested interest in increasing their knowledge and their ability to understand themselves and enhance their ability to effectively manage life stresses and adversities.
- Learners understand that engaging in their own happiness, overall mental health and well-being significantly contributes to long-term success in those areas.
- Learners have a commitment to their own personal success.
- Learners are self-motivated.

- Learners on average, have a base level of knowledge on the topics that will be covered in the workshop.
- Learners are seeking resources that can translate to advancement in the workplace.
- Learners have basic to advanced technology skills.
- Learners want to have some level of control over their own learning experiences.

KASI	Description	Gagne
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Base level to advanced in subject at hand</li> <li>• Experience learner overall</li> </ul>	Intellectual
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>• Self-motivated</li> <li>• Willing participant in their own growth</li> <li>• Positive/optimistic</li> </ul>	Attitude
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Like emotional intelligence level</li> <li>• Basic Technology</li> </ul>	Verbal and Intellectual
<b>Interpersonal Skills</b>	<ul style="list-style-type: none"> <li>• Ability to work in group environments</li> </ul>	Attitude or Interpersonal Skills

#### What Else Do We Need to Know and Consider About Our Learners?

- More specific information about the learner's learning styles although, the learning will be designed to encompass a wide range of learning styles.
- Are there any learning disabilities we need to account for?
- Are there any challenges that we should consider both related to the content and or, to the environment of the learning? (accessibility, time, technology issues, ect.)
- Do learners have any biases on the workshop topic?
- Learner expectations for the workshop
- Extent to which interactivity is involved in their traditional learning environments
- Specifics related to motivations and attitude about the training
- Emotional intelligence

#### Data Collection: How Will We Get This Information?

- **Pre-course learner survey/questionnaire** – All attending learners will be emailed a learner questionnaire that asks detailed questions around the above questions. Instructions will ask that participants return the questionnaire (by email) within 7 days of receiving it. Data from the questionnaires will then be analyzed and compared to existing learner base knowledge to begin the categorization process. Some questions included are:
  - What kind of learning environment do you feel you learn best in?
  - Do you have any special needs when it comes to how you learn?
  - What challenges do you foresee that may impact your ability to learn? Are there preventative actions that can be taken to prevent or circumvent them?
  - Do you feel you have any biases related to happiness or your wellness as a whole?
  - What would you ideally like to get out of the course?
  - What would you need to be able to take away from the course in order to feel that it was successful?
  - Do you feel optimistic about learning more about how you can improve your happiness?

- o Is emotional intelligence important to your personal and professional growth?
  - o Have you had experience with interactive learning?
- **Small Focus Groups** – Prior to the design of the materials, small focus groups of 8-10 adult learners located in the same geographical area will be held for the purposes of collecting data that can be used to determine the type of learning that would be most effective for the selected learner group. Participants for the focus group will be pre-qualified by a series of questions to determine if they are representative of the workshop learner group. Small group facilitators will ask select questions to stimulate thought and genuine responses related to adult learners and wellness. Small focus groups allow us the ability to be able to ask clarifying questions. Some questions include:
  - o What does happiness mean to you?
  - o What is your definition of resilience and describe the role it has played in your life.
  - o What steps to take to improve your happiness currently and what impacts do these have on your overall state of wellness?
  - o Do you feel others play a role in your happiness? Why or why not?
- **Existing Learner data** – Data collected from previous work experience as a SME and data collected from workshops on similar topics. Some questions we seek to answer through the data includes:
  - o What learning environments are most conducive to supplemental learning?
  - o What are some common misconceptions or biases about happiness and/or wellness?
  - o What are some common challenges with adult learners?
  - o What role does course timing play in success?
  - o To what extent does interactive learning positively impact success rates?

Some Characteristics not considered:

- Traditional vs nontraditional learners
- Differences in cognitive abilities

How Does The Instruction Meet The Needs Of The Learners?

In order to meet the needs of our learners, it was imperative that the instruction was time sensitive. Adult learners have a variety of responsibilities that consume their time. Taking supplemental instruction needs to be timely, convenient and engaging.

- As the learner's span in educational and comprehension levels, it is important to deliver instruction that is level and experience appropriate.
- Instruction that everyone can understand but is not so remedial that those with an advanced level of knowledge are lost.
- Training has been reviewed to verify no cultural biases have been found.

## B. Contextual Analysis

Data Collection

The data in the contextual analysis will be obtained from both previous knowledge on the learners and other scholarly existing data related to adult learners.

Assumptions:

- Learners will not need personalized support post-training
- The content will equip learners with the knowledge and skills to translate it to other areas of their lives
- Online learners will have basic level skills to attend an online workshop

## BEGINNING CONTEXTUAL CONSIDERATIONS:

### **Performance Context**

1. Organizational Support – Post training, learners can expect that they will have access to both a support email for any additional questions, as well as, a learner forum designed specifically for post-learning and creating a welcoming and shared knowledge connection spot.
2. Physical Aspects of the Site – The new skills that learners will acquire will not require any specific equipment, tools or other resources (outside of the resources they refer back to in an effort to refresh their knowledge).
3. Social Aspects of the Site – The new skills that users will acquire do not require them to work in a group. They will be able to use their skills individually and independently.
4. How relevant are the new skills to the learner's actual workplace? Will the new skills actually be used in the performance setting? Will they be used in other areas of the learners' lives? Are there any physical, social, or motivational constraints to the use of the new skills? – The new skills the learner will acquire are not directly related to their workplace, but they can be indirectly related. As participants increase their understanding and ability to utilize their skills surrounding their own wellness and happiness, these new skills can positively impact the performance, attitude, and behavior at the workplace.

Other questions to guide data collection:

- What types of post-training support does research show proves to be the most effective in aiding in reinforcing learning concepts?
- Does working in groups enhance an adult's capability to learn?
- How does happiness affect your performance on the job?

Data Collection for Information - Previous data obtained from smes, scholarly resources obtained from Elsevier B.V., learner questionnaire.

### **Learning Context**

Learners will have the option to receive the learning in-person, as well as in an online Virtual Instructor-Led Training (VILT) format. The ability to incorporate an online format is important as COVID-19 has made some individuals apprehensive to attend in-person supplemental learning. Learners will not be required to have any specific tools to complete either the in-person or the online learning, however, online learners will need to ensure that they have internet access. Instructions to access the workshop link will be provided to registered learners in an email.

Questions to guide data collection:

- How has COVID impacted learners?
- Does providing VILT training lead to higher course attendance or success rates?
- What percentage of adult learners tend to have access to the proper technology to support online courses?
- To what degree is having an option for either in-person or online instruction important to learners?

Data Collection for Information - Previous data obtained from smes, scholarly resources obtained from Elsevier B.V., Learner survey.

### **Cultural**

- Culture around the self-improvement genre
- New Age Ideals

Questions to guide data collection:

- How much does the concept of self-improvement guide the decisions you make?
- Describe three choices you have made that relate to self-improvement.
- What new age ideals do you subscribe to?

Data Collection for Information - Previous data obtained from SMEs and learner survey

### **Theoretical**

- The construct of happiness

Questions to guide data collection:

- What does happiness mean to you?
- Do you need to be happy in order to live a full and productive life?
- Would you consider taking at least 1 course a year that was aimed at enhancing happiness and overall well being?

Data Collection for Information - Learner survey

### **C. Types of Learning Experiences and/or Instruction**

Types of learning experiences are focused around the situations and feelings of adults in the area of Olmsted County, Minnesota who are interested in wellness and looking to increase their mental well-being and happiness via an in-person class. Along with this, the learning management system used for the training is a website run through wordpress and provides an additional experience. The core of Happiness and Wellness Self-Care Workshop covers two main modules:

- Defining happiness, resilience, and the misconceptions of the realm of study
- Tools for managing happiness and well-being

Within these workshop modules, learners will be engaged with exercises/surveys that were created with different diagnostics and questionnaires. This will allow the learners to be exposed to several types of learning experiences. Direct instruction will be provided through the use of a narrator and content knowledge slides. From there, there will be opportunities for self-reflection with feedback surveys, full comprehension of definitions and materials, and lastly, opportunities to engage in strategies to enhance overall happiness. Workshop attendees will also be asked to review information gathered to identify unique and personal material to be characterized with. Strategies will then be created in correspondence to the information gathered to maximize the strengths of the workshop attendees.

The instructional goal of this project is to provide a weekend workshop for adults that is based in science and provides learners with foundational knowledge of the psychology behind happiness, as well as strategies to help increase their own. The workshop is intended for adults in the area of Olmsted County Minnesota who are interested in wellness and looking to increase their mental well-being and happiness. The instructional format is face-to-face with a website housing resources available for support after the workshop. Training can occur anywhere with an Internet connection that can access the website we have provided.

### **D. Materials for Training Program**

The Psychology of Happiness and Wellbeing contains 7 units spread across a two day, in-person workshop. Google Slide presentations have been developed for each of the units:

- What is Happiness?
- What is Resilience?
- Misconceptions of Happiness
- Cognitive Distortions
- Introversion vs. Extroversion
- Introverts and Extroverts in Real Life
- Developing Positive Habits

These materials were developed to support the goals of the workshop and aid in the dissemination of information to attendees. As well, the materials are meant to evoke discussion between the presenter and the attendees, which will be beneficial in helping the attendees connect with and retain the information. Included in the Slides are embedded videos, external web pages, and examples of the information being presented.

## **E. Implementation Plan and Schedule**

The project team has established the following implementation plan to guide the team on the delivery of a workshop to reach the target audience, which is adults in the area of Olmsted County, Minnesota who are interested in their own happiness and wellness and are currently seeking to increase their mental well-being and happiness. An Implementation log is also created to note any comments or changes to the planned activities.

Learners will be emailed several pieces of critical information and asked to participate in different data enriched activities to maximize the benefits learned in the workshop. Instructions will ask that participants reply to the questionnaire within 7 days of receiving it. Shortly after, Small Focus Groups will be formed and a follow up survey will be emailed out, which the learner will be asked to complete before the initial workshop. The pre-workshop summary is provided below:

1. Initial survey which will include questions related to determining if the surveyee should be considered as a good candidate for this workshop.
2. Prior to the workshop, the information gathered will be included in two different activities: focus group sessions and interviews.
3. A follow up survey which will provide questions that are looking to elicit optimals and solutions content mix. These questions will be based on the Oxford Happiness Questionnaire.

After course completion and analyzing all the data compiled, adults may proceed into Module 1 “Defining happiness, resilience, and the misconceptions of the realm of study” and begin the activities. Learners will have the option to receive the learning in-person, as well as in an online website format. The ability to incorporate an online format is important as COVID-19 has made some individuals apprehensive to attend in-person supplemental learning. After completing the weekend workshop, learners can expect that they will have access to both a support email for any additional questions as well as a learner forum designed specifically for post-learning and creating a welcoming and shared knowledge connection spot.

<b>Topic 1 Day 1</b>	<b>Activities</b>	<b>Notes</b>
<b>Defining happiness, resilience, and the misconceptions of the realm of study</b>		
<b>What is happiness?</b>	<ul style="list-style-type: none"><li>• Happiness defined</li><li>• Happiness as a state</li><li>• Two components of happiness</li><li>• Composition of happiness</li></ul>	
<b>Can people become happier?</b>		

<b>Resilience defined</b>	<ul style="list-style-type: none"> <li>• Common definitions and uses</li> <li>• Resilience in positive psychology</li> <li>• Characteristics of resilience</li> <li>• How resilience develops</li> <li>• Tools to build resilience</li> </ul>	
<b>Misconceptions of happiness</b>	<ul style="list-style-type: none"> <li>• Common cultural perceptions of happiness</li> <li>• Hedonic adaptation</li> </ul>	
<b>Topic 2 Day 2</b>		
<b>Combating cognitive distortion</b>	<ul style="list-style-type: none"> <li>• Cognitive distortion defined</li> <li>• Common types of cognitive distortions</li> <li>• Adapting thought patterns</li> </ul>	
<b>Managing introversion and extroversion</b>	<ul style="list-style-type: none"> <li>• Introversion defined</li> <li>• Extroversion defined</li> <li>• Understanding introversion and extroversion</li> <li>• Cognitive behavioral therapy</li> </ul>	
<b>Developing positive habits</b>	<ul style="list-style-type: none"> <li>• Habits defined</li> <li>• Examples of bad habits</li> <li>• Examples of good habits</li> </ul>	
<b>Happiness enhancing strategies</b>	<ul style="list-style-type: none"> <li>• Gap analysis</li> <li>• SMART goals</li> <li>• Future resources</li> </ul>	

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## **Appendix A**

### **A.1 Needs Analysis Instruments**

#### **A.1.1 Initial Survey: Health and Wellness Questionnaire**

## **Health and Wellness Questionnaire**

The mental health and wellness project team at the University of Missouri School of Information Sciences and Learning Technologies is conducting a survey to learn more about wellness oriented behaviors. All answers will remain anonymous and any sharing of questionnaire data will be anonymous and aggregated. No contact information will be shared with third parties. **If you are comfortable with being contacted for further surveys, focus groups, and other research, please fill out the contact information section with your details.**

For each question below, select the answer that best fits your behaviors and beliefs.

#### **Contact Information (Optional)**

Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Email Address: \_\_\_\_\_

#### **General Health-Based Behaviors & Beliefs**

I often take steps to improve or maintain proper nutrition

Strongly Disagree  Disagree ||  Agree  Strongly Agree

I am care about my physical fitness

Strongly Disagree  Disagree ||  Agree  Strongly Agree

I take steps to regularly manage stress

Strongly Disagree  Disagree ||  Agree  Strongly Agree

I am concerned with the effect that my surrounding environment has on my health

Strongly Disagree  Disagree ||  Agree  Strongly Agree

I have a responsibility to keep myself healthy  
\_Strongly Disagree \_Disagree || \_Agree \_Strongly Agree

I care about being healthy  
\_Strongly Disagree \_Disagree || \_Agree \_Strongly Agree

I often research ways to become healthier or maintain my current health  
\_Strongly Disagree \_Disagree || \_Agree \_Strongly Agree

I value my health and well-being  
\_Strongly Disagree \_Disagree || \_Agree \_Strongly Agree

### **Mental Health Behaviors and Beliefs**

I like myself  
\_Strongly Disagree \_Disagree || \_Agree \_Strongly Agree

I live a rewarding life  
\_Strongly Disagree \_Disagree || \_Agree \_Strongly Agree

I am often well-rested  
\_Strongly Disagree \_Disagree || \_Agree \_Strongly Agree

The future is bright  
\_Strongly Disagree \_Disagree || \_Agree \_Strongly Agree

I am very engaged in day-to-day activities  
\_Strongly Disagree \_Disagree || \_Agree \_Strongly Agree

I am satisfied with life (broadly speaking)  
\_Strongly Disagree \_Disagree || \_Agree \_Strongly Agree

I have few regrets in life  
\_Strongly Disagree \_Disagree || \_Agree \_Strongly Agree

I am attentive in most of the activities I participate in  
\_Strongly Disagree \_Disagree || \_Agree \_Strongly Agree

I am full of energy  
 Strongly Disagree  Disagree ||  Agree  Strongly Agree

I frequently experience feelings of happiness  
 Strongly Disagree  Disagree ||  Agree  Strongly Agree

Thank you for taking time to fill out this survey. Please return to the mental health and wellness project team at your earliest convenience.

#### **A1.1.1 Health and Wellness Questionnaire Scorecard**

## **Scorecard**

For each answer use the below numerical assignment:  
Strongly Disagree = 0 point  
Disagree = 1 points  
Agree = 2 points  
Strongly Agree = 3 points

Calculate the total score by summing the points of each question based on the above point assignment methods. If a participant has a score of 27/54 or greater they are considered as likely to participate in the activity and should be included in the random sampling procedures for parts 2 and 3 of the Needs Analysis.

### **A.1.2 Interview Prompts**

The second round of the needs assessment will include a random sample of the identified group in round one. This subsampling will be included in two different activities: focus group sessions and interviews. The purpose of the focus group is to elicit potential follow up questions in the third round of questioning via a survey in order to elicit quantitative data regarding optimals and solutions. **The interviews will be utilized for eliciting feelings and perceptions.**

Qualitative data

- Feelings about overall wellness
  - Feelings about mental health
  - Feelings about improvements to mental health
  - Feelings about methods of improvement (courses, self-help books, counseling)
    - Best method for you
    - Any methods that do not work as well as others
  - Perceived need to improve mental health
  - Perceptions about online courses
  - Perceptions about asynchronous learning
- 

## **Interview Prompts**

### Participant Contact Information

Name:

Phone Number:

Email Address:

### Interview Information

Interviewer:

Date:

### Questions

1. How would you describe your overall health and well-being?
  
2. How would you describe the current state of your mental health?

3. What are your thoughts and feelings on an individual taking steps to improve their mental health?
  
  
  
4. In your opinion, what is the best medium for learning about how to improve your mental health and well-being? (Books, videos, courses, articles, online tools, etc.)
  
  
  
5. Are there any types of media that do not work well for learning about improving mental health and well-being?
  
  
  
6. What are your thoughts and opinions on asynchronous learning?
  
  
  
7. Do you think asynchronous learning can be successful for courses teaching how to improve mental health and well-being?
  
  
  
8. Do you think there is a general need for people to improve their overall mental health?
  
  
  
9. Is there anything else you would like to mention or any other information you think is pertinent to the study?

Thank you for participating in this interview. We sincerely appreciate your time and effort. If you are OK with being contacted in the future for further studies, please fill out this contact information sheet and consent form.

#### **A.1.3 Focus Group Guide**

The second round of the needs assessment will include a random sample of the identified group in round one. This subsampling will be included in two different activities: focus group sessions and interviews. **The purpose of the focus group is to elicit potential follow up questions in the third round of questioning via a survey in order to elicit quantitative data regarding optimals and solutions.** The interviews will be utilized for eliciting feelings and perceptions.

#### Qualitative data

- What aspects of your mental health would you like to see improved?
- What types of tools and techniques would you like included?
  - Self-help resources
  - Motivational components
  - Tools to stop self-destructive behavior
  - Introspection activities
  - Socio-cultural analysis of mental health
- Methods of delivery (mix)
  - In-person vs online
  - Synchronous vs asynchronous
  - Activities
  - Articles
  - Books
  - Job aids (cheat sheets)
  - Daily reminders/notifications

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## **Focus Group Guide**

#### Participants Contact Information

Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_  
Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

#### Interview Information

Interviewer:

Date:

#### Introduction Script

Welcome to the mental health and well-being discussion. We are the mental health and wellness project team at the University of Missouri School of Information Sciences and Learning Technologies. The discussion today will be focused on discovering what potential participants would like to see in a course on mental health and well-being. We have a handful of questions for you all and would like to begin this open format discussion if everyone is ready.

### Guidelines

Please provide your unfiltered opinions on the topics we will be discussing today. You are welcome to express contrary opinions to other participants, but there are no incorrect answers. Please be respectful at all times to other participants and the hosts.

### Questions

1. Can everyone share an aspect of their mental health that they would like improved? If you do not have an aspect that comes to mind, what do you think most people would like to see improved?
  - a. What made you select the aspect of mental health?
  - b. Are there any other aspects that you would really want included in a course?
2. What types of tools and techniques would you like to see included in a course on mental health and well-being? Examples of tools and techniques are:
  - a. Self-help resources
  - b. Motivational components
  - c. Tools to stop self-destructive behavior
  - d. Introspection activities
  - e. Socio-cultural analysis of mental health
3. What is your preferred method of delivery of a course and the ancillary contents? Examples include:
  - a. Online portal
  - b. Activities
  - c. Articles
  - d. Books
  - e. Job aids (cheat sheets)
  - f. Daily reminders/notifications
4. If you had to pick one, would you prefer asynchronous or synchronous?
  - a. Why did you pick that answer?
  - b. What would be the ideal mix?
5. If you had to pick one, would you prefer online or in-person?
  - a. Why did you pick that answer?
  - b. What would be the ideal mix?

#### A.1.4 Follow-Up Survey: Health and Wellness Questionnaire

## Health and Wellness Questionnaire

The mental health and wellness project team at the University of Missouri School of Information Sciences and Learning Technologies is conducting a follow-up survey to learn more about wellness oriented behaviors. All answers will remain anonymous and any sharing of questionnaire data will be anonymous and aggregated.

For each question below, select the answer that best fits your behaviors and beliefs.

### **Desired Mental Health Improvements**

Select 0 - 3 areas you would like to improve in your life

- More energy
- More alertness
- More satisfaction in life
- Healthier sleep patterns
- Better overall health
- More rewarding life

Briefly describe the main factors that went into your selections above:

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### **Desired Mental Health Improvements**

Regarding the amount of energy I have each day, I feel

- I have excess energy
- I have adequate energy
- I have deficient energy

Regarding how alert I feel, in general,

- I am excessively alert
- I am adequately alert
- I am not alert enough

Overall, the amount of satisfaction I feel in my life,

- is excessive
- is the appropriate amount
- is too low

The amount of sleep I get each night,

- is excessive
- is just right
- is not enough

My overall health,  
\_\_is beyond what is necessary \_\_is just right \_\_is deficient

Regarding how rewarding my life is, my life,  
\_\_is more rewarding than it needs to be \_\_is just right \_\_is not rewarding enough

Briefly describe your feelings towards your overall mental health:

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If you could change one aspect of your mental health, what would it be?

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Thank you for taking time to fill out this survey. Please return to the mental health and wellness project team at your earliest convenience.

## A.2 Task Analysis Instruments

### A.2.1 Person-Activity Fit Diagnostic

#### **PERSON-ACTIVITY FIT DIAGNOSTIC**

© Sonja Lyubomirsky, used with permission.

#### **A. OVERVIEW by [Ed Batista](#), Executive Coach & Lecturer, Stanford Graduate School of Business**

Dr. Sonja Lyubomirsky, a professor of psychology at UC Riverside, is the author of [\*The How of Happiness\*](#) (2008) and [\*The Myths of Happiness\*](#) (2014), among other works. Lyubomirsky's research suggests that we have the greatest ability to influence our level of happiness by engaging consistently in a set of small-scale, regular activities on a weekly or even daily basis. She has identified 12 such activities, shown below, ranging from "Counting your blessings" to "Taking care of your body."

However, note that no single activity is helpful for everyone, and it's important to engage in those activities that are best-suited to us as individuals. Lyubomirsky has devised this *Person-Activity Fit Diagnostic* to help choose the activities that are most likely to have a positive impact on our happiness, which depends on our personal assessment of the factors listed below.

Once you've determined the happiness activities that are likely to be the best fit for you, choose 2 or 3 to experiment with for a period of at least several weeks. For detailed guidance, see the books cited above, [my discussion of Lyubomirsky's first book](#) and [Lyubomirsky's site](#).

*Many thanks to Dr. Lyubomirsky for her permission to reproduce this instrument.*

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#### **B. INSTRUCTIONS**

Please consider each of the following 12 happiness activities. Reflect on what it would be like to do it every week for an extended period of time. Then rate each activity by writing the appropriate number (1 to 7) next to the terms NATURAL, ENJOY, VALUE, GUILTY, and SITUATION.

People do things for many different reasons. Please rate why you might keep doing this activity, in terms of each of the following reasons. Use this scale:

1      2      3      4      5      6      7

*Not at all*

*Somewhat*

*Very much*

NATURAL: Because doing this activity will feel "natural" to me and I'll be able to stick with it.

ENJOY: Because I will enjoy doing it; I'll find it to be interesting and challenging.

VALUE: Because I value and identify with doing it; I'll do it freely even when it's not enjoyable.

GUILTY: Because I would feel ashamed, guilty, or anxious if I don't do it; I'll force myself.

SITUATION: Because somebody else wants me to, or because my situation will force me to.

### **1. Counting your blessings**

Expressing gratitude for what you have (either privately – through contemplation or journaling – or to a close other) or conveying your appreciation to one or more individuals whom you've never properly thanked.

NATURAL     ENJOY     VALUE     GUILTY     SITUATION

---

### **2. Cultivating optimism**

Keeping a journal in which you imagine and write about the best possible future for yourself, or practicing to look at the bright side of every situation.

NATURAL     ENJOY     VALUE     GUILTY     SITUATION

---

### **3. Avoiding overthinking and social comparison**

Using strategies (such as distraction) to cut down on how often you dwell on your problems and compare yourself to others.

NATURAL     ENJOY     VALUE     GUILTY     SITUATION

---

### **4. Practicing acts of kindness**

Doing good things for others, whether friends or strangers, either directly or anonymously, either spontaneously or planned.

NATURAL     ENJOY     VALUE     GUILTY     SITUATION

---

### **5. Nurturing relationships**

Picking a relationship in need of strengthening, and investing time and energy in healing, cultivating, affirming, and enjoying it.

NATURAL     ENJOY     VALUE     GUILTY     SITUATION

---

## **6. Doing more activities that truly engage you**

Increasing the number of experiences at home and work in which you “lose” yourself, which are challenging and absorbing.

NATURAL     ENJOY     VALUE     GUILTY     SITUATION

## **7. Replaying and savoring life’s joys**

Paying close attention, taking delight, and going over life’s momentary pleasures and wonders – through thinking, writing, drawing, or sharing with another.

NATURAL     ENJOY     VALUE     GUILTY     SITUATION

---

## **8. Committing to your goals**

Picking one, two, or three significant goals that are meaningful to you and devoting time and effort to pursuing them.

NATURAL     ENJOY     VALUE     GUILTY     SITUATION

---

## **9. Developing strategies for coping**

Practicing ways to endure or surmount a recent stress, hardship, or trauma.

NATURAL     ENJOY     VALUE     GUILTY     SITUATION

---

## **10. Learning to forgive**

Keeping a journal or writing a letter in which you work on letting go of anger and resentment towards one or more individuals who have hurt or wronged you.

NATURAL     ENJOY     VALUE     GUILTY     SITUATION

---

## **11. Practicing religion and spirituality**

Becoming more involved in your church, temple, or mosque, or reading and pondering spiritually-themed books.

NATURAL     ENJOY     VALUE     GUILTY     SITUATION

---

## **12. Taking care of your body**

Exercising, meditating, smiling and laughing, and getting plenty of rest.

NATURAL  ENJOY  VALUE  GUILTY  SITUATION

---

### **C. SCORING**

For each of the 12 activities subtract the average of the GUILTY and SITUATION ratings from the average of the NATURAL, ENJOY and VALUE ratings.

That is, FIT SCORE =  $(\text{NATURAL} + \text{ENJOY} + \text{VALUE})/3 - (\text{GUILTY} + \text{SITUATION})/2$

#### **1. Counting your blessings**

$(\text{NATURAL} + \text{ENJOY} + \text{VALUE})/3 = A$

$(\text{GUILTY} + \text{SITUATION})/2 = B$   FIT SCORE =  $A - B =$

---

#### **2. Cultivating optimism**

$(\text{NATURAL} + \text{ENJOY} + \text{VALUE})/3 = A$

$(\text{GUILTY} + \text{SITUATION})/2 = B$   FIT SCORE =  $A - B =$

---

#### **3. Avoiding overthinking and social comparison**

$(\text{NATURAL} + \text{ENJOY} + \text{VALUE})/3 = A$

$(\text{GUILTY} + \text{SITUATION})/2 = B$   FIT SCORE =  $A - B =$

---

#### **4. Practicing acts of kindness**

$(\text{NATURAL} + \text{ENJOY} + \text{VALUE})/3 = A$

$(\text{GUILTY} + \text{SITUATION})/2 = B$   FIT SCORE =  $A - B =$

---

#### **5. Nurturing relationships**

$(\text{NATURAL} + \text{ENJOY} + \text{VALUE})/3 = A$

$(\text{GUILTY} + \text{SITUATION})/2 = B$   FIT SCORE =  $A - B =$

---

**6. Doing more activities that truly engage you**

(  NATURAL +   ENJOY +   VALUE) / 3 = A   

(  GUILTY +   SITUATION) / 2 = B    FIT SCORE = A - B =   

---

**7. Replaying and savoring life's joys**

(  NATURAL +   ENJOY +   VALUE) / 3 = A   

(  GUILTY +   SITUATION) / 2 = B    FIT SCORE = A - B =   

---

**8. Committing to your goals**

(  NATURAL +   ENJOY +   VALUE) / 3 = A   

(  GUILTY +   SITUATION) / 2 = B    FIT SCORE = A - B =   

---

**9. Developing strategies for coping**

(  NATURAL +   ENJOY +   VALUE) / 3 = A   

(  GUILTY +   SITUATION) / 2 = B    FIT SCORE = A - B =   

---

**10. Learning to forgive**

(  NATURAL +   ENJOY +   VALUE) / 3 = A   

(  GUILTY +   SITUATION) / 2 = B    FIT SCORE = A - B =   

---

**11. Practicing religion and spirituality**

(  NATURAL +   ENJOY +   VALUE) / 3 = A   

(  GUILTY +   SITUATION) / 2 = B    FIT SCORE = A - B =   

---

**12. Taking care of your body**

(  NATURAL +   ENJOY +   VALUE) / 3 = A   

(  GUILTY +   SITUATION) / 2 = B    FIT SCORE = A - B =

---

*Note: The scoring above uses the method described by Dr. Lyubomirsky in The How of Happiness, but an alternative method is to omit the NATURAL ratings from the calculation, adjust the averaging accordingly (divide by 2 rather than 3 to obtain value A) and treat them as a separate category of fit score.*

## A.2.2 Cognitive Distortion Worksheet

# Cognitive Distortion Worksheet

*Here's a quick reminder of the definitions of common types of Cognitive Distortion. Read through the list briefly before completing the exercise.*

### **Types of Cognitive Distortion**

1. Polarized Thinking: reasoning in “black and white” without leaving room for nuance
2. Overgeneralization: applying the outcome of a single event to all aspects of your life
3. Mental Filter: ignoring positive events in favor of negative events
4. Disqualifying the Positive: acknowledging a positive event, but rejecting it
5. Jumping to Conclusions: assuming that you know what another individual is thinking leading to an inaccurate conclusion
6. Unrealistic Expectations: having set expectations of outcomes for things that are out of your control and subsequently internalizing outcomes that don't meet those expectations
7. Catastrophizing: imagining the worst possible outcome in every scenario
8. Emotional Reasoning: believing something to be true because you feel that way
9. Personalization: blaming yourself for all negative outcomes

**Select the type of Cognitive Distortion that best fits the example or definition.** For each question, select only one answer. (Hint: each type of cognitive distortion is used only once).

### **Question 1**

“My boss asked how I got the figures in my latest report. They must think I am an idiot. Everyone in the meeting heard my boss ask and they all think I am stupid too.”

The above quote is an example of which type of cognitive distortion?

- a) Personalization
- b) Mental Filter
- c) Jumping to Conclusions

### **Question 2**

“If I go on this vacation, something important will happen at work while I am away. Then I will get fired when I come back and not be able to find a job. Without a job, I won’t be able to make rent and become homeless.”

The above quote is an example of which type of cognitive distortion?

- a) Unrealistic Expectations
- b) Personalization
- c) Catastrophizing

### **Question 3**

“Everyone who is bad at math is incompetent. I’m not good at math and therefore I am incompetent.”

The above quote is an example of which type of cognitive distortion?

- a) Personalization
- b) Overgeneralization
- c) Catastrophizing

#### **Question 4**

"I feel it is true and therefore it must be true."

The above quote is an example of which type of cognitive distortion?

- a) Emotional Reasoning
- b) Polarized Thinking
- c) Disqualifying the Positive

#### **Question 5**

Definition: Internalizing an outcome that does not go the way you think it should. Having a belief that things need to go the way you believe they should go.

The above definition relates to which type of cognitive distortion?

- a) Unrealistic Expectations
- b) Disqualifying the Positive
- c) Overgeneralization

#### **Question 6**

"That person complimented me on my performance, but it doesn't matter because I made a mistake on the last report I did."

The above quote is an example of which type of cognitive distortion?

- a) Emotional Reasoning
- b) Disqualifying the Positive
- c) Mental Filter

#### **Question 7**

Definition: Choosing to focus only on bad outcomes rather than good outcomes.

The above definition relates to which type of cognitive distortion?

- a) Catastrophizing
- b) Jumping to Conclusions
- c) Mental Filter

#### **Question 8**

"Everything in my life is going wrong and it is all my fault. I mess up everything I do."

The above quote is an example of which type of cognitive distortion?

- a) Emotional Reasoning

- b) Personalization
- c) Jumping to Conclusions

### **Question 9**

Definition: Ignoring nuances and believing everything to be binary.

The above definition relates to which type of cognitive distortion?

- a) Polarized Thinking
- b) Emotional Reasoning
- c) Unrealistic Expectations

### **Answer Sheet**

*Question Number - Cognitive Distortion Number - Correct Answer*

1. 5 - C
2. 7 - C
3. 2 - B
4. 8 - A
5. 6 - A
6. 4 - B
7. 3 - C
8. 9 - B
9. 1 - A

## A.3 Formative Evaluation Instruments

### A.3.1 Misconceptions of Happiness

## Misconceptions of Happiness

1 Fill in the Blank 1 point Misconceptions

List at least 5 misconceptions of happiness. Write your answer as:

Misconception 1 - [your answer]  
Misconception 2 - [your answer]  
Misconception 3 - [your answer]  
Misconception 4 - [your answer]  
Misconception 5 - [your answer]

Misconception

2 Essay 1 point Why is this a misconception?

For each misconception you listed above, write a short paragraph explaining why it is a misconception, and how it can negatively affect your life.

Paragraph

### A.3.2 Hedonic Treadmill

## Hedonic Treadmill

Title  
**Hedonic Treadmill**

Instructions  
Read the prompts and answer accordingly.

**1** Essay 10 points Short Essay

Explain the Hedonic Treadmill



0 words

**2** Matching 6 points Pleasures and Gratifications

Identify which activity would be considered a pleasure and which ones would be considered gratifications according to our discussion.

Grabbing a coffee in the afternoon	Pleasure
Going for a 2 hour hike	Gratification
Creating a painting	Gratification
Listening to your favorite song	Pleasure
Eating a chocolate bar	Pleasure
Playing a musical instrument	Gratification

**3** Fill in the Blank 6 points Hedonic Treadmill

Think about your own life. List 3 examples of pleasures and 3 examples of gratifications.

Each answer should read:  
Pleasure - [your answer] and  
Gratification - [your answer]

Pleasure      Gratification

### A.3.3 Learner Satisfaction Survey

Questions Responses

## Psychology of Happiness and Wellbeing

Course Evaluation

The material covered was useful to me

1	2	3	4	5	
Not at all	<input type="radio"/> Very much so				

The workshop met the goals that were presented.

1	2	3	4	5	
Not at all	<input type="radio"/> Very much so				

I feel that I learned what I wanted to learn

1	2	3	4	5	
---	---	---	---	---	--



Forms Home

Questions

Responses

The presenter was knowledgeable about the subject

1      2      3      4      5

Not at all

Very much so

The presenter was well prepared

1      2      3      4      5

Not at all

Very much so

I would recommend this workshop to a friend

1      2      3      4      5

Not at all

Very much so

What changes or improvements can be made to the workshop to better your experience?

Short answer text

Do you have any other feedback that wasn't covered by a previous question?

Short answer text

## **A.4 Summative Evaluation Instruments**

### **A.4.1 Self-Assessment & Reflection Questionnaire**

Self-Assessment & Reflection Questionnaire Link

[https://missouri.qualtrics.com/jfe/form/SV\\_bK6UVTcBj8EuacC](https://missouri.qualtrics.com/jfe/form/SV_bK6UVTcBj8EuacC)

Written Version:

Instructions

Below are a number of statements about happiness. Please indicate how much you agree or disagree with each by entering a number in the blank after each statement, according to the following scale:

1 = strongly disagree

2 = moderately disagree

3 = slightly disagree

4 = slightly agree

5 = moderately agree

6 = strongly agree

Please read the statements carefully, some of the questions are phrased positively and others

There are no “right” or “wrong” answers. If you are unsure of how to answer, answer with what is true for you most of the time.

The Self-Assessment

1. I could share with someone else, the meaning of resilience and how it pertains to one's happiness.
2. I feel that I understand the concepts that were discussed in the workshop.
3. I feel that I have the tools/information to begin applying the concepts I learned in the workshop.
4. I feel optimistic about happiness.
5. I understand my role in my own happiness.
6. I can list at least 3 ways that I can enhance my own happiness.
7. I feel that I am walking away from the workshop better equipped to manage and positively influence my own happiness than what I was before.
8. The concepts in the workshop challenged my way of thinking.
9. I feel that the content of the workshop provided ample examples to tie concepts to real-life scenarios.

10. I know how to access my available resources should I have any questions about the concepts in the workshop.

The Reflection

1. What kind of feeling is happiness equated with?
2. How does resilience connect to happiness?
3. True or False? Happiness cannot be both a feeling and a showing.
4. Choose all answers that are characteristics of resilience.
  - a. Self-regulation
  - b. Adaptability to stress
  - c. Problem-solving abilities
5. Explain the following sentence in your own terms: “A habit is a behavior pattern acquired by frequent repetition or physiologic exposure that shows itself in regularity or increased facility of performance.”
6. How do you form a habit?
7. Explain the Hedonic Treadmill concept.
8. What steps would you take to enhance your happiness?

#### A.4.2 Happiness Summative Post-Interview

# Happiness summative Post- Interview

DEFINE YOUR UNDERSTANDING OF HAPPINESS  
PRE AND POST WORKSHOP.

WHAT ASPECTS OF THE WORKSHOP DID YOU  
FIND TO BE HELPFUL?

WHAT ASPECTS OF THE WORKSHOP DO YOU  
FEEL WEREN'T AS HELPFUL TO YOUR GROWTH?

WHAT CHANGES HAVE YOU SEEN IN THE WAY  
YOU APPROACH YOUR OWN HAPPINESS?

Happiness is within  
your control!

# Happiness summative Post Interview

WHAT ROLE DOES RESILIENCE PLAY IN YOUR HAPPINESS?

WHAT BEHAVIORAL CHANGES HAVE YOU NOTICED IN TERMS OF HOW YOU ATTEMPT TO ENHANCE YOUR HAPPINESS?

WHAT NEW HABITS HAVE YOU DEVELOPED AS A RESULT OF ATTENDING THE WORKSHOP?

WHAT DO YOU FEEL WAS MISSING FROM THE WORKSHOP?

Happiness is within  
your control!

# Appendix B: Materials for Learning Program

## B.1 Website

Link to website: <https://happinessandwellnesscourse.wordpress.com/>

### Module 1.1 Happiness

Happiness and Wellness  
A Self-Care Course

## Module 1.1: Happiness

[Next Module](#)

**Essential Questions**

1. What is happiness?
2. Can we become happier?

What are 3 words that symbolize happiness to you?

**What is Happiness?**

1. Happiness is a state, not a trait; in other words, it isn't a long-lasting, permanent feature or personality trait, but a more fleeting, changeable state.
2. Happiness is equated with feeling pleasure or contentment, meaning that happiness is not to be confused with joy, ecstasy, bliss, or other more intense feelings.
3. Happiness can be either feeling or showing, meaning that happiness is not necessarily an internal or external experience, but can be both.

According to research, happiness is comprised of two components.

**The experience of positive emotions.**

1. The experience of positive emotions.
2. The feeling that life is good; that you are moving towards a goal

**Positive Emotions**

1. Serenity
2. Pride
3. Joy
4. Curiosity
5. Affection
6. etc.

**What does it take to feel like life is good?**

A large part of happiness is controlled by genetics.

**YOUR HAPPINESS IS ...**

The 40% Solution

You can still control your happiness by changing your thinking/perspective.  
Is Happiness a straight path to a finish line?

Along the journey, you will encounter Potholes.

- Potholes are circumstances and events that nudge you and try to push you on a different path.

## Module 1.2 Resilience

### Module 1.2 Resilience

[Previous Module](#)

[Next Module](#)

#### Resilience is:

1. The power or ability of a material to return to its original form, position, etc., after being bent, compressed, or stretched; elasticity.
2. The ability of a person to adjust to or recover readily from illness, adversity, major life changes, etc.; buoyancy.
3. The ability of a system or organization to respond to or recover readily from a crisis, disruptive process, etc.

#### Positive Psychology Definition of Resilience:

In positive psychology, resilience refers to a person's ability to cope with whatever life throws at you.

#### Building resilience starts at a young age.

- Resilient children are often raised by authoritative parents as opposed to authoritarian or passive parents
- Authoritative parents display qualities of warmth and affection while also providing structure and support

#### Characteristics of resilience include:

- Self-regulation
- Adaptability to stress
- Problem-solving abilities
- And more

#### Development of resilience

- People are shaped by their surroundings
- A person's environment growing up plays a large part in their development of resilience.
- Factors such as schools, public safety, access to healthcare and other resources all impact an individual's development of resilience.
- Resilience is not set in stone, it is a dynamic process.

#### Tools to build resilience

- Identify and leverage your strengths



Examples of strengths and their sub-qualities

#### Learn your strengths by taking the VIA personality test

- Several strengths are related to happiness
- In times of struggle, it can be helpful to think back on your strengths
- "The good life is using your signature strengths every day to produce authentic happiness and abundant gratification" - Martin Seligman

Share this:

## Module 1.3 Common Misconceptions

### Module 1.3: Common Misconceptions

[Previous Module](#)

[Next Module](#)

#### What makes us happy?

- Money?
- Great Job?
- Love?
- Perfection?
- Numerous Possessions?

#### Hedonic Adaptation (The Hedonic Treadmill)

- Our minds are designed to get used to situations
- We don't realize that our minds are designed to get used to situations
- This causes a repetitive cycle of desiring more

Answer the Hedonic Treadmill Assessment and see how many answers you can get correct without looking at the module

Hedonic Treadmill Assessment

[Download](#)

#### What makes you happy?

- Consider your dislikes/likes, goals, and personality traits when thinking about this

Answer the Misconceptions of Happiness questionnaire and see if you can get them all right!

Misconceptions of Happiness Assessment

[Download](#)

## Module 2.1 Cognitive Distortion

### Module 2.1: Cognitive Distortion

[Previous Module](#)

[Next Module](#)

#### Cognitive Distortion Breakdown:

##### Cognition

The mental action or process of acquiring knowledge and understanding through thought, experience, and the senses.

##### Distortion

Pull or twist out of shape.

#### What is Cognitive Distortion?

Cognitive distortions are biased perspectives we take on ourselves and the world around us. They are irrational thoughts and beliefs that we unknowingly reinforce over time.

#### Most Common Cognitive Distortions

1. Polarized Thinking: reasoning in "black and white" without leaving room for nuance
2. Overgeneralization: applying the outcome of a single event to all aspects of your life
3. Mental Filter: ignoring positive events in favor of negative events
4. Disqualifying the Positive: acknowledging a positive event, but rejecting it
5. Jumping to Conclusions: assuming that you know what another individual is thinking leading to an inaccurate conclusion
6. Unrealistic Expectations: having set expectations of outcomes for things that are out of your control and subsequently internalizing outcomes that don't meet those expectations
7. Catastrophizing: imagining the worst possible outcome in every scenario
8. Emotional Reasoning: believing something to be true because you feel that way
9. Personalization: blaming yourself for all negative outcomes

#### Changing Your Thinking

While these distortions are common and potentially damaging, they don't have to be a permanent fixture of your psyche. There are tools to help you change your thinking and work through these thoughts and feelings.

#### Cognitive Behavioral Therapy

CBT is a therapy designed to help people identify their negative "automatic thoughts" and work to shift their thinking.

Fill out this worksheet and see if you can figure out each distortion from the clues provided

Cognitive Distortion Worksheet

[Download](#)

## Module 2.2 Introversion/Extroversion

### Module 2.2: Introvert/Extrovert

[Previous Module](#)

[Next Module](#)

#### Introversion / Extroversion

Introversion and Extroversion are indicative of how you respond to stimulation, including social stimulation

#### Introversion Facts

- 25% of the population is considered introverted.
- An introvert draws their energy from their INTERNAL WORLD of ideas, emotions, and impressions.
- They can feel overwhelmed by large social functions and tend to want to retreat to a quiet space.
- Overstimulation makes an introvert feel drained of energy.
- An introvert feels the most alive and capable in quiet, low-key environments (Cain, 2012).
- Schools and workplaces tend to be designed for extroverts.

#### Extroversion Facts

- Extroverts draw their energy from a variety of outside stimuli.
- They feel alive in large social situations.
- Extroverts make up roughly 75% of the population.
- Contrary to most beliefs, however, extroverts are not necessarily more outgoing or lively than introverts. Their focus is mainly outside of themselves

#### Are you an introvert or extrovert?

- Do you prefer to be around other people, or alone?
- Do you prefer to experience a lot, or know a lot about what you do experience?
- How do you recharge?

#### Which is better?

Neither.

- Both types of people have their pros and cons.
- Historically, it was thought that a person should be outgoing and sociable to succeed.
- People are not just one temperament or the other. It is a spectrum. We all have tendencies from the other side.

#### Brainstorm:

- How does your introversion/extroversion affect your behavior in social situations?
- How can you plan to appropriately "recharge" as an introvert/extrovert?

## Module 2.3 Positive Habits

### Module 2.3: Positive Habits

[Previous Module](#)

[Next Module](#)

#### What is a habit?

A habit is a behavior pattern acquired by frequent repetition or physiologic exposure that shows itself in regularity or increased facility of performance.

#### In other words:

A habit is something that you do so often that it becomes second-nature or subconscious.

#### Brainstorm:

- What are some good habits?
- What are some bad habits?

#### Can you change your habits?

Repetition is the key to success with forming new habits or breaking old habits.

[Customize](#) [Edit](#) [Stats](#) ...

## Module 2.4 Happiness Enhancing Strategies

### Module 2.4: Happiness Strategies

[Previous Module](#)

**SMART Goals:**

(Use the below framework when setting goals for the below activities)

- Specific
- Measurable
- Achievable
- Realistic
- Timely

**What are your strengths?**

- List 2-5 strengths
- For each strength, pick 1 way to focus on or improve this strength

**What are some cognitive distortion traps that you fall into frequently?**

- List 2-3 ways to combat your common distortions

**What are some habits you wish to break?**

- Commit to breaking 1 bad habit and write down how you plan to accomplish it

**What are some habits you would like to incorporate into your life?**

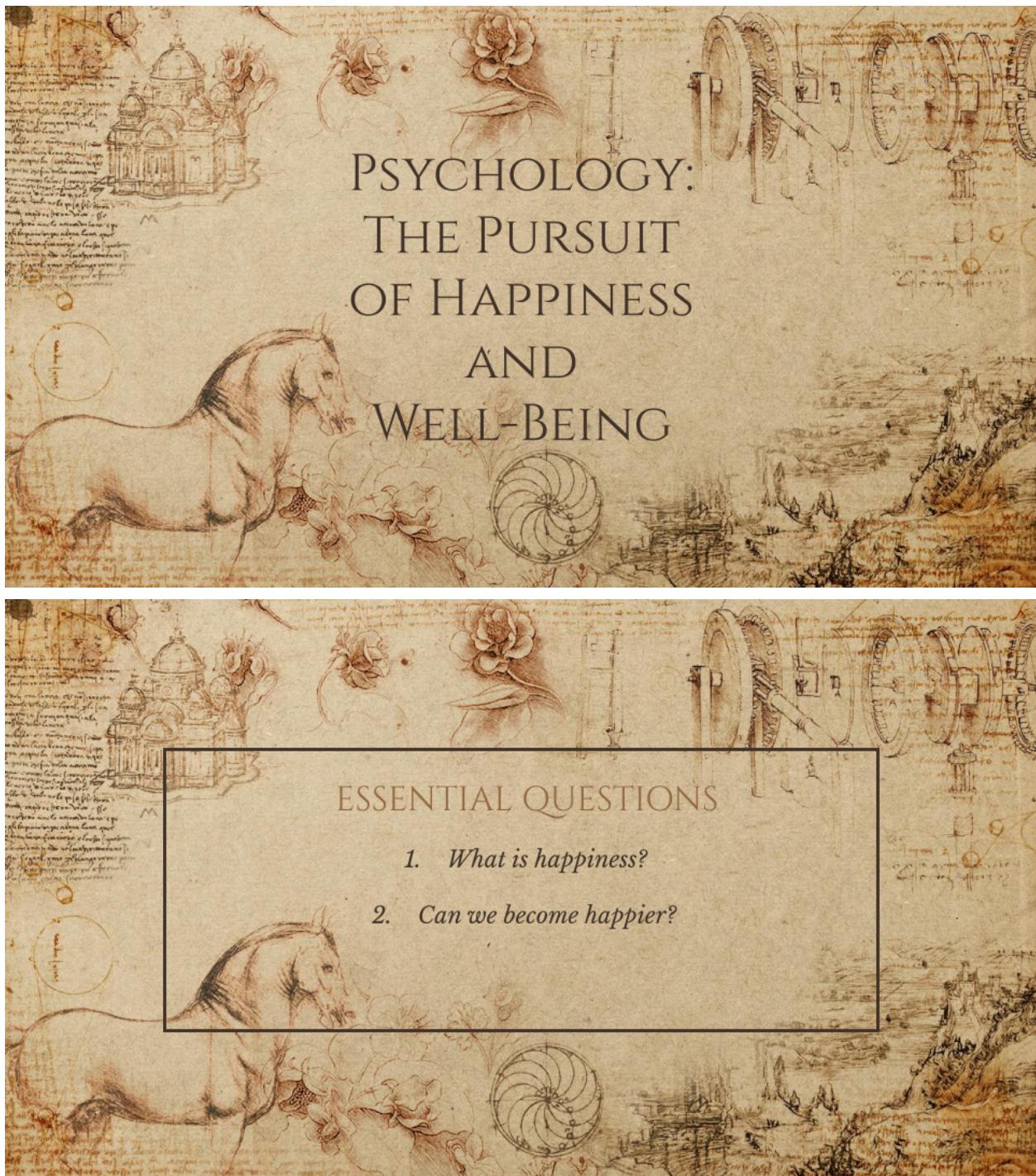
- Commit to adding 1 positive habit and write down how you plan to add it

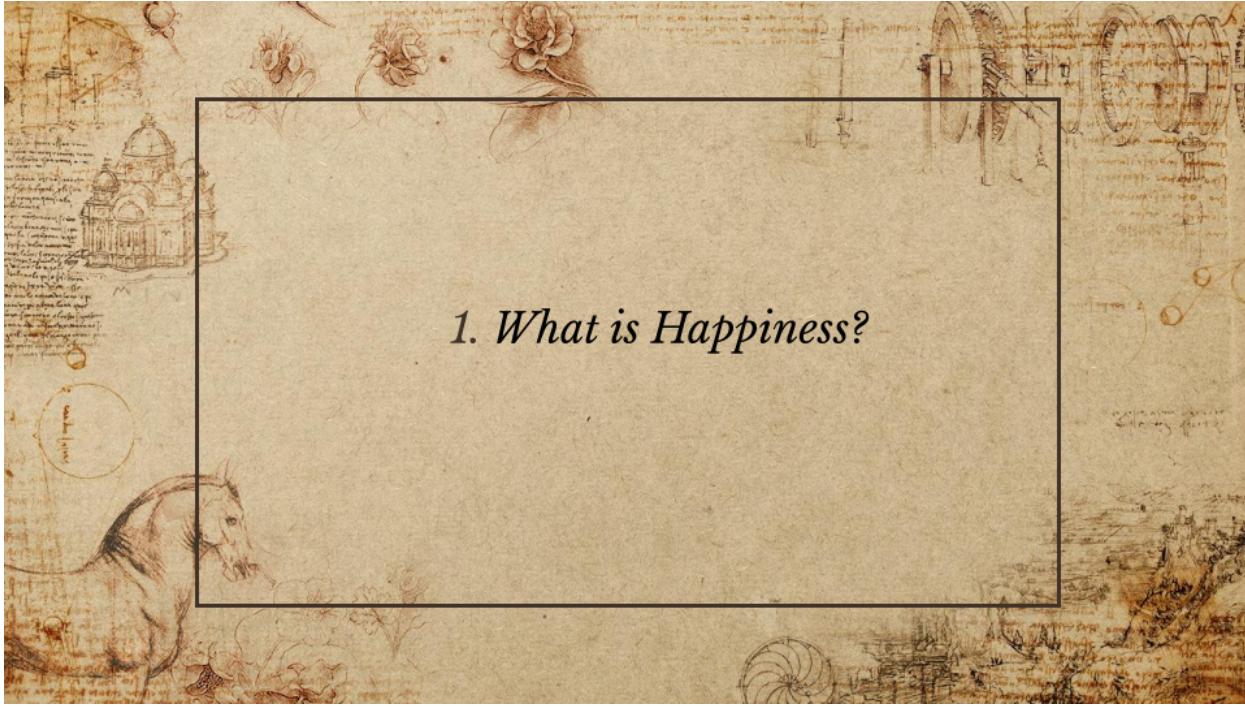
*Keep this list by your bedside table or a readily accessible spot and review it daily*

*(revise as appropriate and check goals off the list!)*

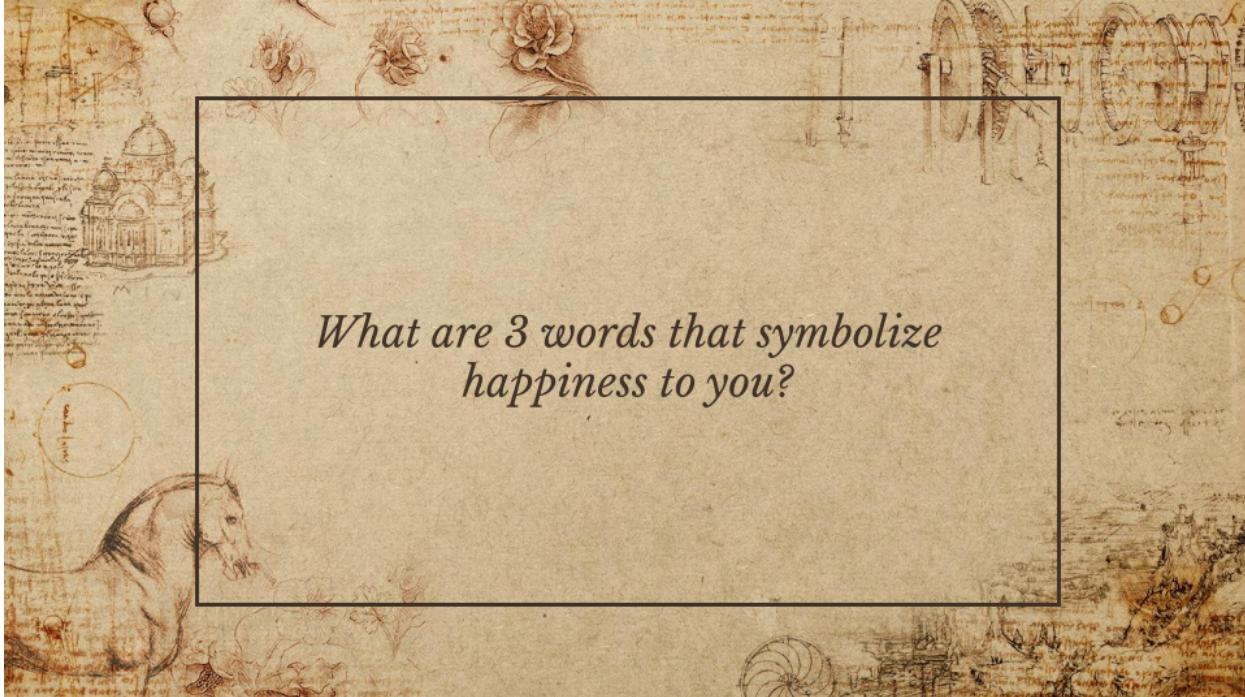
## B.2 Slide Presentations

### B.2.1 What is Happiness Slide Presentation

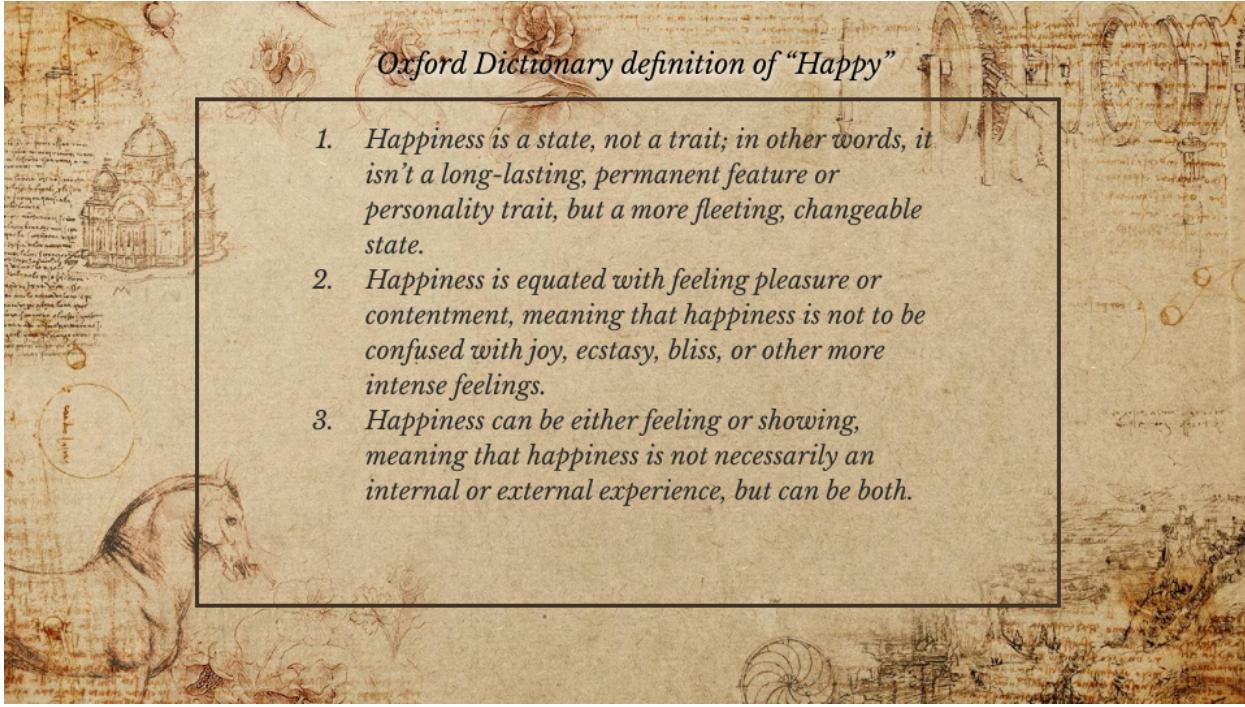




*1. What is Happiness?*

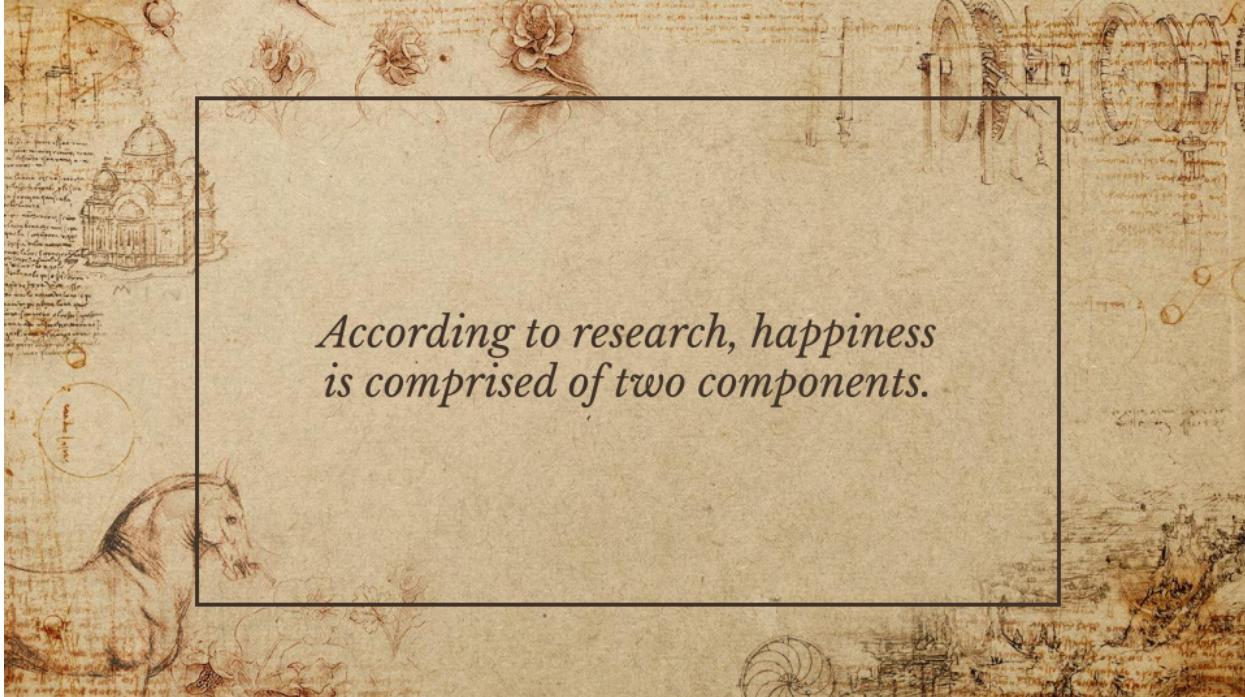


*What are 3 words that symbolize happiness to you?*

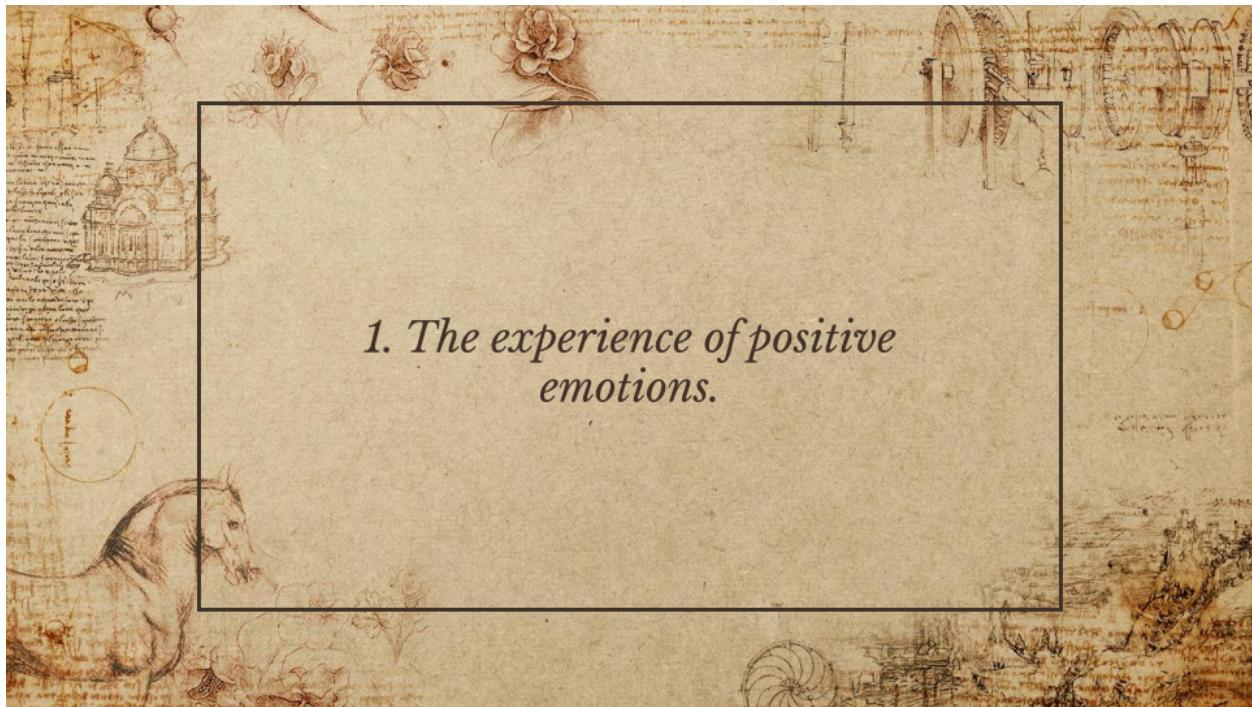


*Oxford Dictionary definition of "Happy"*

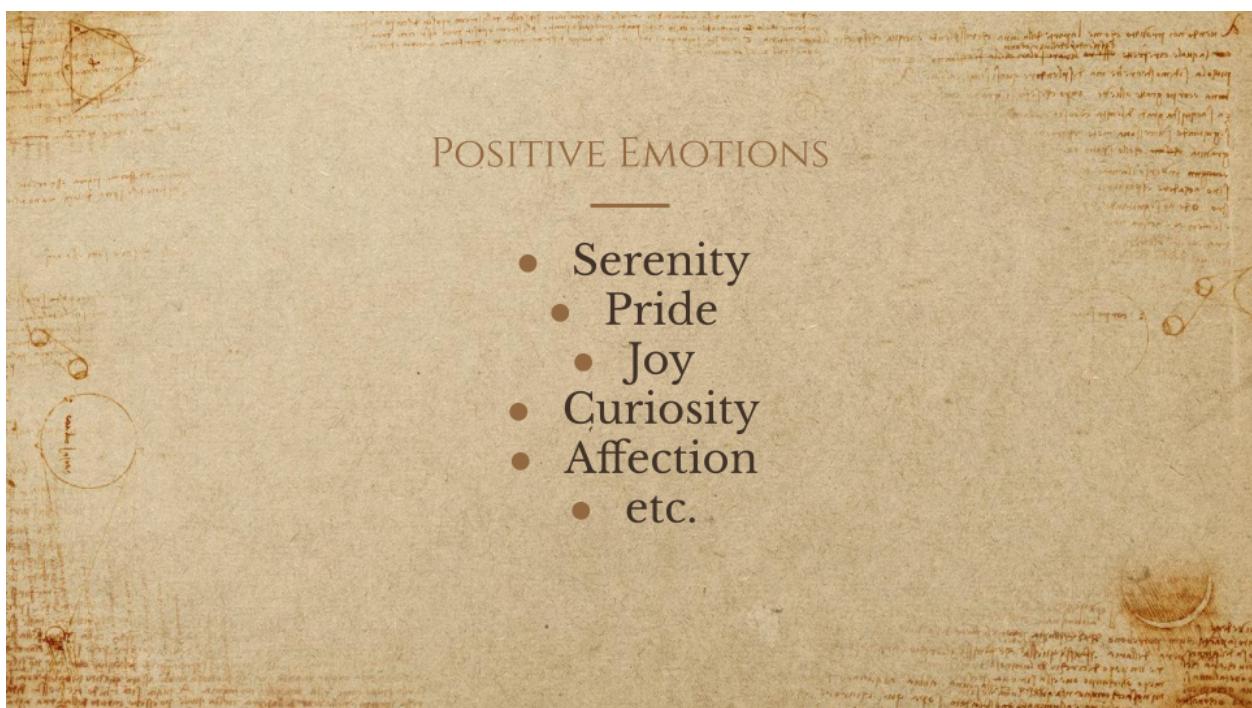
1. Happiness is a state, not a trait; in other words, it isn't a long-lasting, permanent feature or personality trait, but a more fleeting, changeable state.
2. Happiness is equated with feeling pleasure or contentment, meaning that happiness is not to be confused with joy, ecstasy, bliss, or other more intense feelings.
3. Happiness can be either feeling or showing, meaning that happiness is not necessarily an internal or external experience, but can be both.



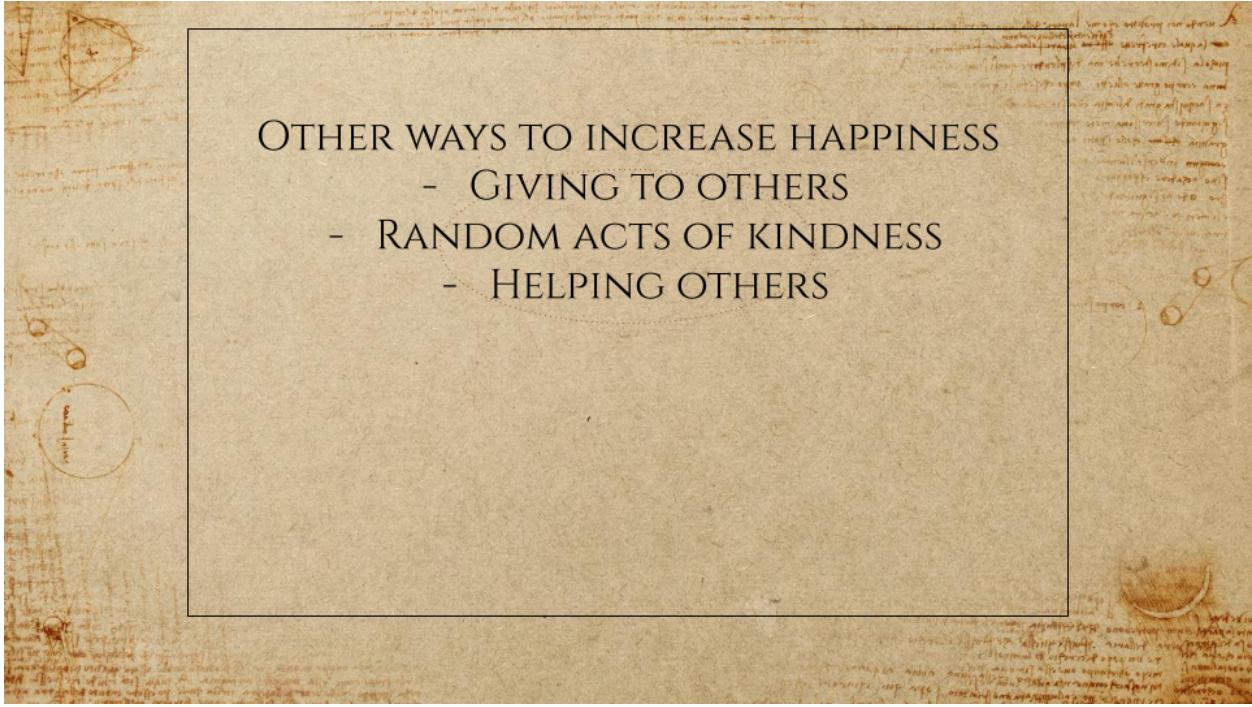
*According to research, happiness is comprised of two components.*



## 1. *The experience of positive emotions.*

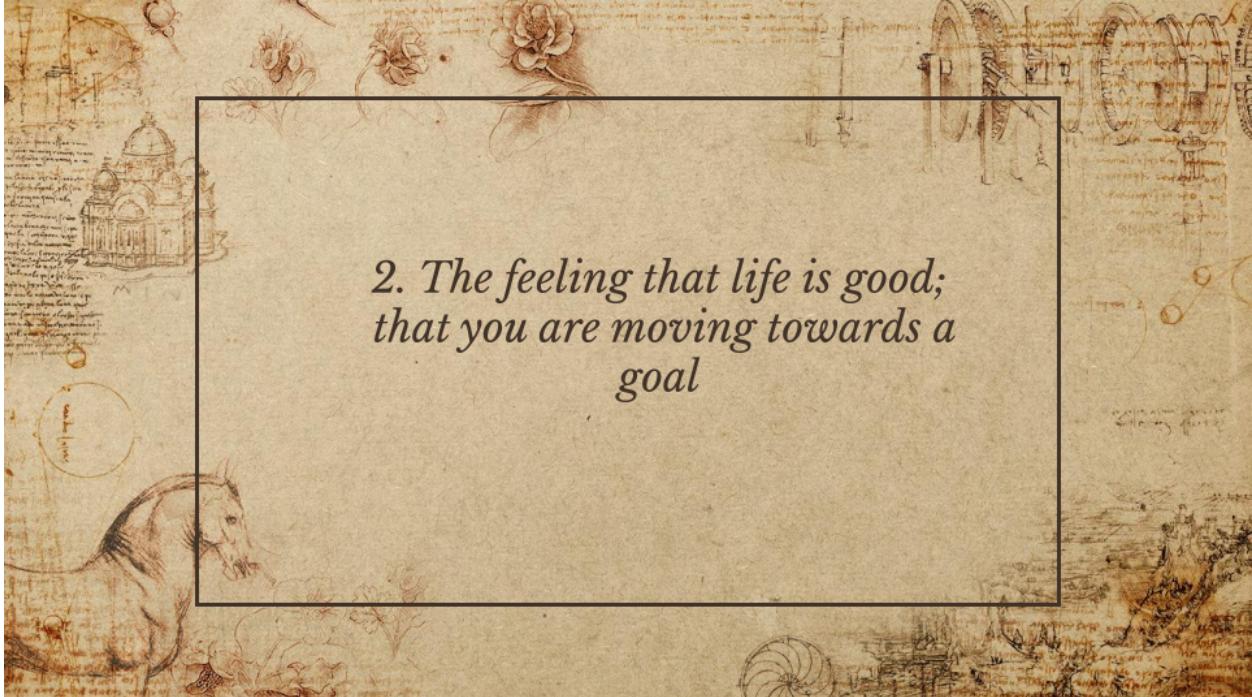


- Serenity
- Pride
- Joy
- Curiosity
- Affection
- etc.



## OTHER WAYS TO INCREASE HAPPINESS

- GIVING TO OTHERS
- RANDOM ACTS OF KINDNESS
- HELPING OTHERS

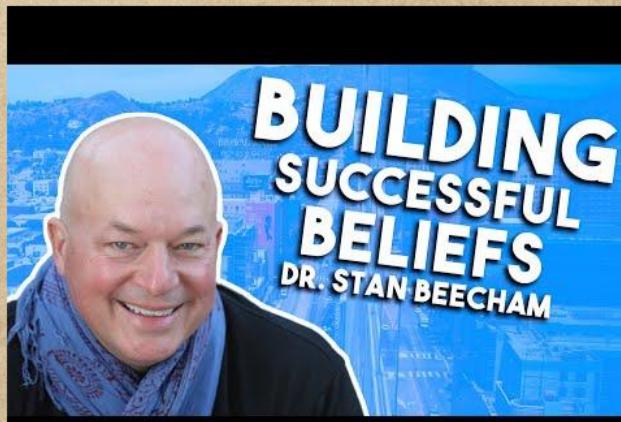


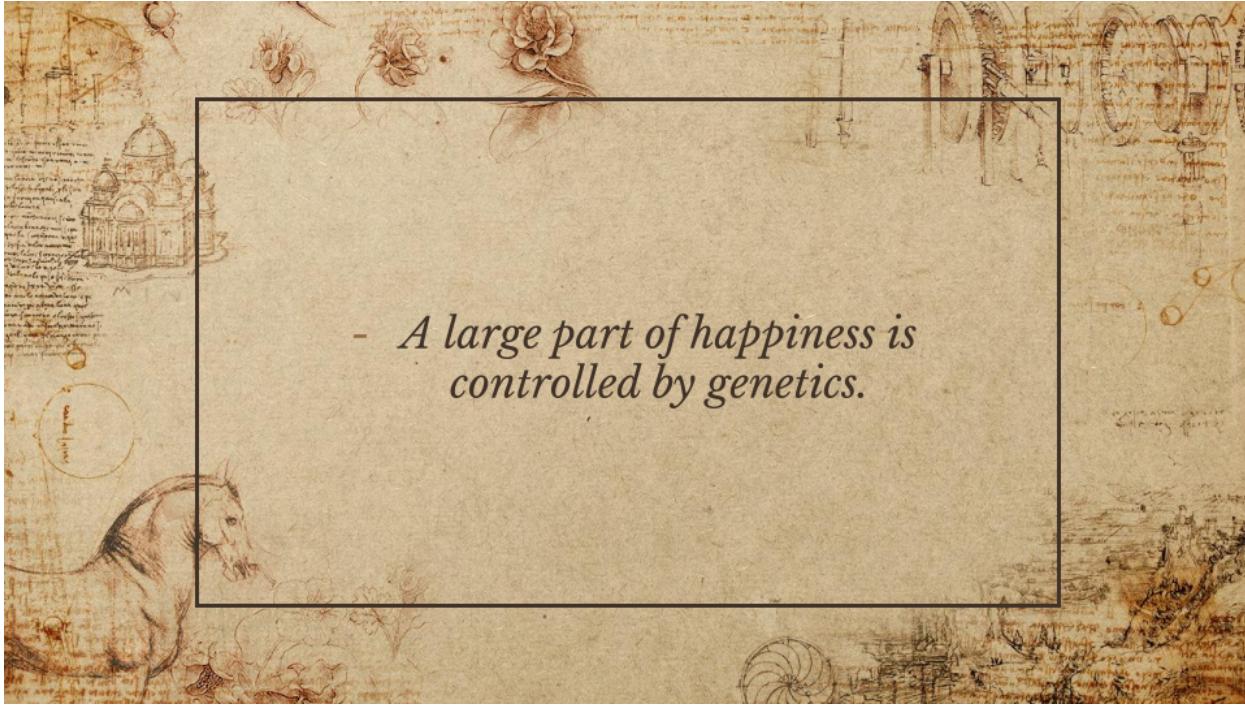
*2. The feeling that life is good; that you are moving towards a goal*

*What does it take to feel life is good?*

- Money?
- Great job?
- Tons of stuff?
- Fame?

## STAGNATION AND FORWARD MOVEMENT

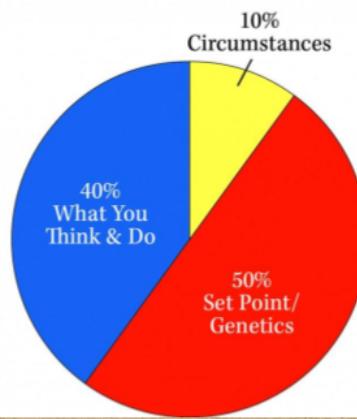


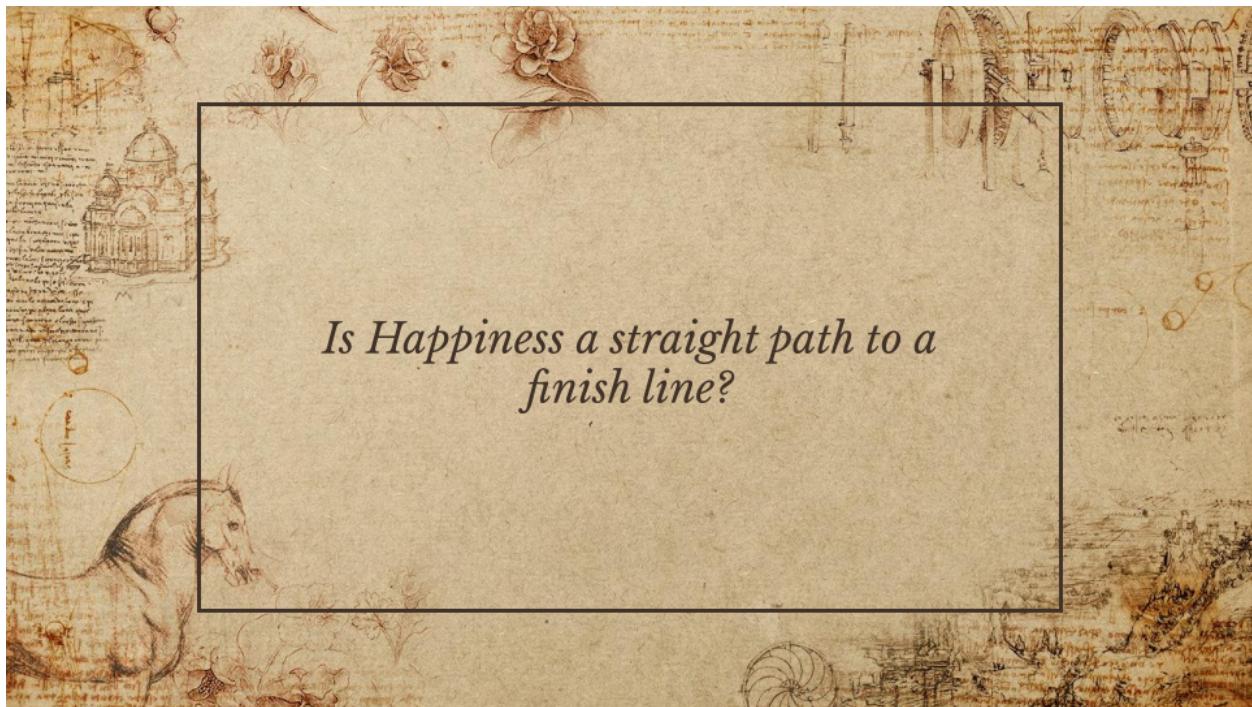
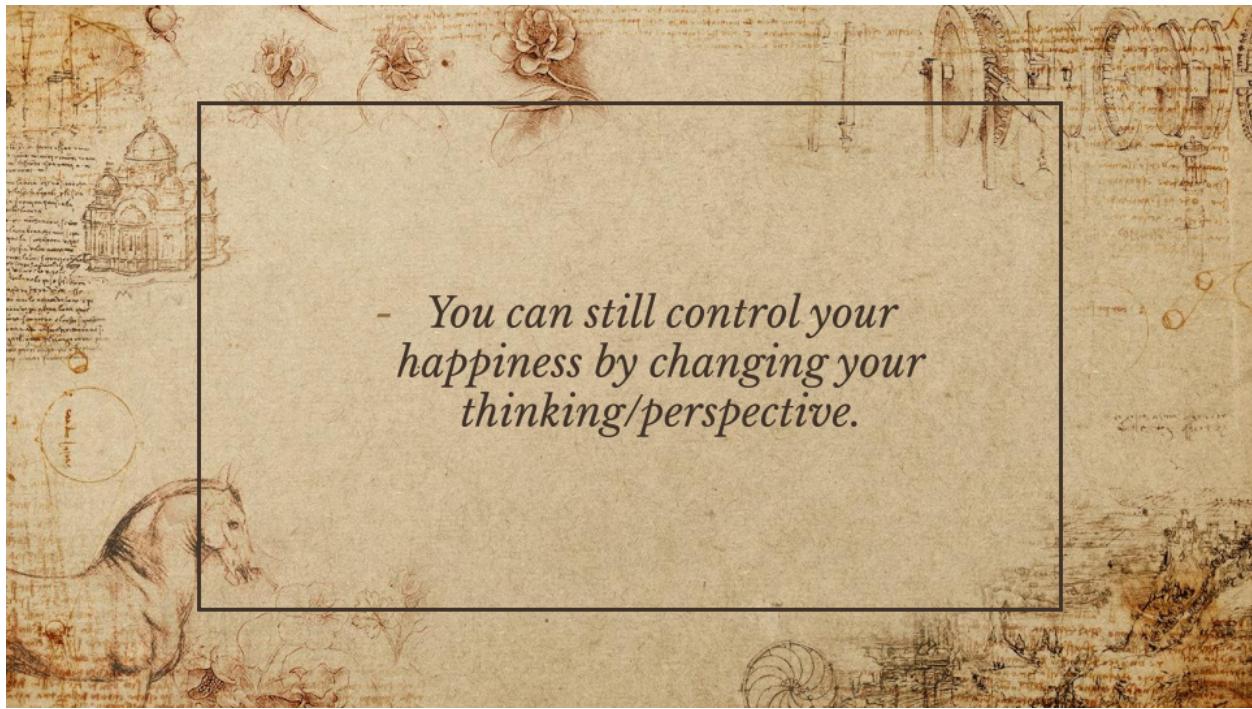
- 
- *A large part of happiness is controlled by genetics.*

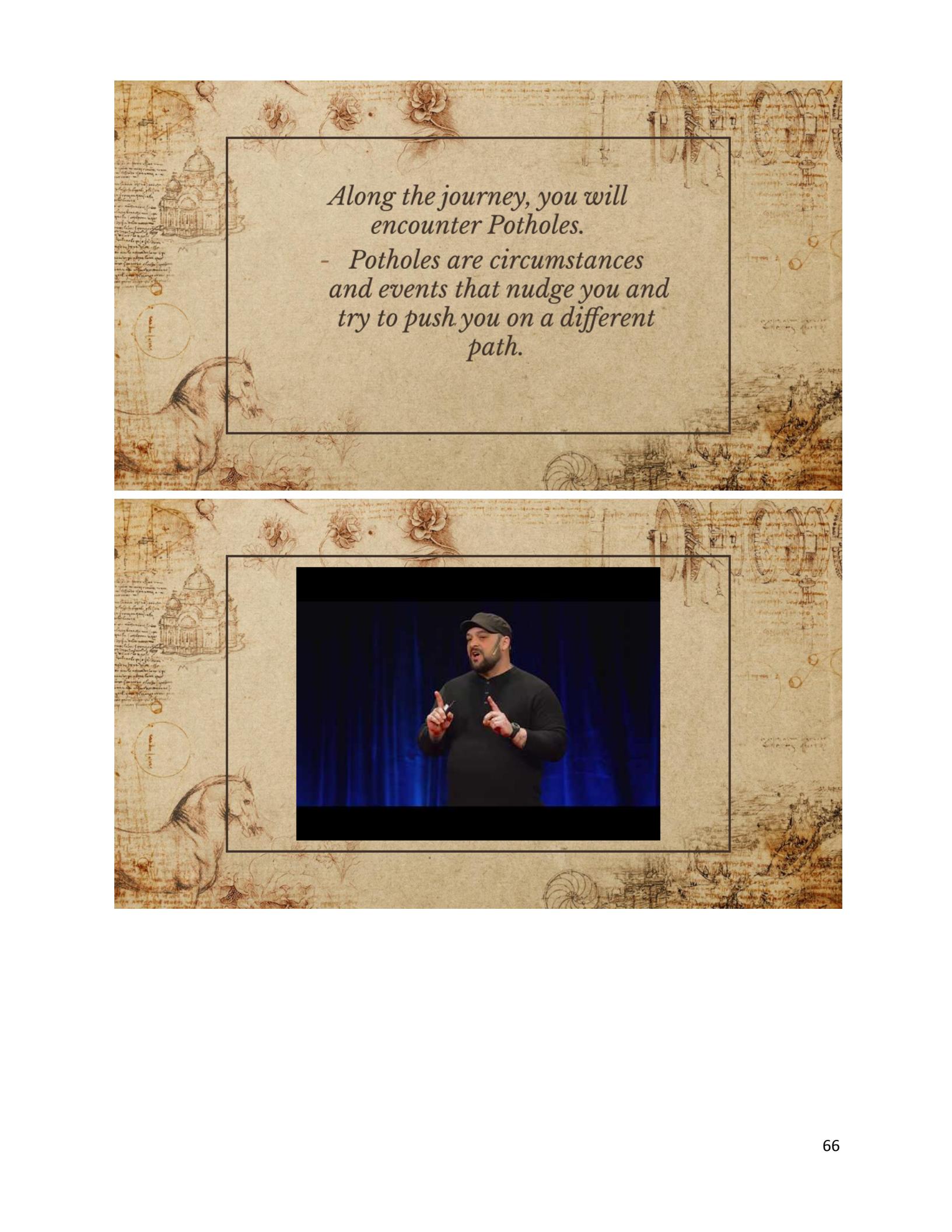


## *The 40% Solution*

### **YOUR HAPPINESS IS ...**







*Along the journey, you will encounter Potholes.*

- *Potholes are circumstances and events that nudge you and try to push you on a different path.*



## B.2.2 Cognitive Distortion Slide Presentation

Confidential

Customized for **Lorem ipsum LLC**

Version 1.0

# Cognitive Distortions

Your brain is lying to you



≡

## Cognition

The mental action or process of acquiring knowledge and understanding through thought, experience, and the senses.

## Distortion

Pull or twist out of shape.





## What is Cognitive Distortion?

Cognitive distortions are biased perspectives we take on ourselves and the world around us. They are irrational thoughts and beliefs that we unknowingly reinforce over time.

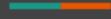


## Most Common Cognitive Distortions



## All or Nothing/Polarized Thinking

This is known as "Black and white" thinking. This distortion doesn't allow you to see any grey areas. Something is either good or bad. There is no in-between.



## Overgeneralization

Overgeneralization is a sneaky one that takes a singular event and applies the outcome across your entire life. It is the perception that because you failed at that one thing, that one time, that you must be a failure overall.



## Mental Filter

A mental filter is similar to overgeneralization. It is when you focus on a single negative event and block out all of the positive ones.

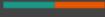
The mental filter fosters a pessimistic world view.



## Disqualifying the Positive

As opposed to the mental filter, disqualifying the positive acknowledges the positive events, but rejects them.

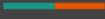
It is similar to not being able to take a compliment. It also facilitates negative thoughts and feelings in the face of contrary evidence.



## Jumping to Conclusions

This distortion is the belief that you know what another person is thinking, therefore you have already come to an inaccurate conclusion.

You see someone with a scowl on their face, and automatically think that they are thinking negatively about you.



## Unrealistic Expectations

This is when something doesn't go the way that you "think it should". You can't compromise or rules of how things should be or should be done. And blame yourself and others for things that are out of your control.



## Catastrophizing

Catastrophizing is when you imagine the worst in every situation. This is the proverbial "making a mountain out of a molehill" distortion.



## Emotional Reasoning

Emotional reasoning is one of the most common distortions. It is the thought that just because you feel something, it must be true.

"I don't like the way I look, therefore nobody else does either".



## Personalization

Personalization is when you take everything that happens personally. You believe that you are the reason that things didn't go right. You blame yourself for anything that goes wrong.



## Changing your Thinking

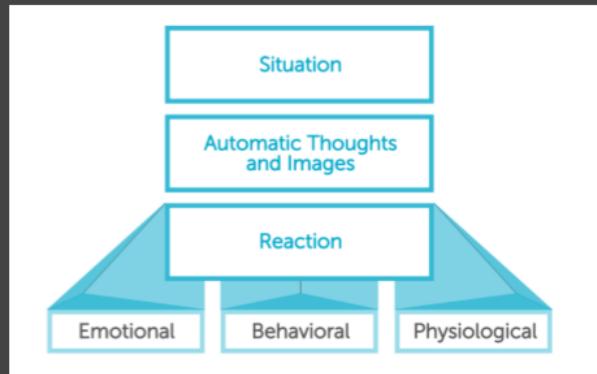
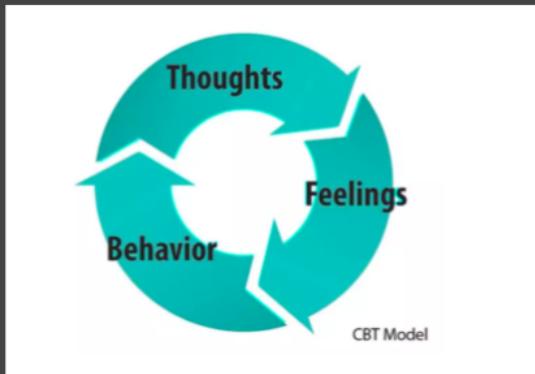
While these distortions are common and potentially damaging, they don't have to be a permanent fixture of your psyche.

There are tools to help you change your thinking and work through these thoughts and feelings.



# Cognitive Behavioral Therapy

CBT is a therapy designed to help people identify their negative "automatic thoughts" and work to shift their thinking.



## Resources

Ackerman, C. E., MSc. (2020, October 31). Cognitive Distortions: When Your Brain Lies to You (+ PDF Worksheets). Retrieved November 10, 2020, from  
<https://positivepsychology.com/cognitive-distortions/>

AGUILAR, E. (2018). Exploring the impact of Cognitive Distortions. In *ONWARD WORKBOOK: Building emotional resilience* (pp. 150-152). Place of publication not identified: JOHN WILEY & Sons.