

3rd Conference of the German Association of Positive-Psychological Research (DGPPF), May 3-5, Ruhr-Universität Bochum

English Track

Overview

Thursday 13:30 – 14:30 Uhr	Keynote: Maïke Luhmann (Room 2a – blue) Still stuck on the hedonic treadmill? Current theoretical and empirical developments on adaptation to life events
Thursday 14:30 – 15:00 Uhr	Break
Thursday 15:00 – 16:30 Uhr	Session 3 – ET/RG: Flow (Room 4 – yellow)

Friday 10:30 – 12:00 Uhr	Session 8 – ET/RG: Education (Bildung II) (Room 4 – yellow)
Friday 12:00 – 13:30 Uhr	Lunch Break
Friday 13:30 – 15:00 Uhr	Session 14 – ET/RG: PP-Interventions (PP Interventionen II) (Room 4 – yellow)
Friday 15:00 – 16:30 Uhr	Posterpresentation (Room 2a – blue)
Friday 16:30 – 17:30 Uhr	Keynote: Willibald Ruch (Room 2a – blue) Character strengths: Past and Future

Saturday 9:00 – 10:30 Uhr	Session 19 – ET/RG: Work (Arbeit IV) (Room 4 – yellow)
Saturday 10:30 – 11:00 Uhr	Break
Saturday 11:00 – 12:30 Uhr	Session 26 – ET/WS: Cultivating a Dynamic Classroom and School Environment (Room 1 – red)
Saturday 12:30 – 13:15 Uhr	Break
Saturday 13:15 – 14:15 Uhr	Keynote: Jürgen Margraf (Room 2a – blue) More than two sides of a coin: Positive mental health and mental health problems in different cultures
14:15 Uhr	Prize-Giving
15:00 Uhr	Conference Closure

Detailed Program

Thursday, 03.05., 13.30 – 14.30 Uhr	
<p>Keynote: Maike Luhmann (Room 2a – blue) Still stuck on the hedonic treadmill? Current theoretical and empirical developments on adaptation to life events</p>	
Thursday, 03.05., 15:00 – 16:30 Uhr	
<p>Session 3: Flow Room 4 -yellow (4 RR) <i>English Track</i></p>	<ul style="list-style-type: none"> • RR: Feasibility of using flow interventions in an IT company (Andersen) • RR: No flow at the dark side: depressive symptoms hinder the experience of flow (Wagner, Montag, Waller & Keller) • RR: Optimizing optimal experience: flow and harmony in positive psychology and ancient wisdom (Mattes) • RR: Capturing optimal Reading Experiences: Flow in Fiction Reading (Thissen, Schlotz, Kuijpers & Menninghaus)
Friday, 04.05., 10:30 – 12:00 Uhr	
<p>Session 8: Education Room 4 - yellow (4 RR) <i>English Track</i></p>	<ul style="list-style-type: none"> • RR: The role of intrinsic and extrinsic motivation on immigrant learner's academic performance in South African schools (Ashley) • RR: Does general education program improve the noble values of undergraduate students? (Utami, Pratiwi, Damasia) • RR: Factors attributable to academic performance among students from marginalized school in Central Java, Indonesia: subjective well-being, self-efficacy, and implicit belief on intelligence (Sulastri, Satyajati) • RR: Predicting academic performance of elementary school students: the predictive validity of intelligence, self-efficacy, and belief of intelligence (Satyajati, Goeritno, Sulastri)
Friday, 04.05., 13:30 – 15:00 Uhr	
<p>Session 14: PP Interventions Saal 4 – gelb (1SR, 3RR) <i>English Track</i></p>	<ul style="list-style-type: none"> • RR: Gratitude and self-compassion: how do they relate to each other and how to measure them in Germany? (Blabst & Lerner) • RR: How positive psychology interventions work: the role of positive-self relevant thoughts, optimism, gratitude and self-compassion (Heckerens, Heinitz & Merkle) • RR: Effectiveness of a short Yoga Nidra Meditation on stress, sleep, and well-being: a randomized controlled trial (Moszeik) • FR: Fulfilling basic needs when under chronic death-thoughts: the benefit of autonomy, affiliation and competence for self-regulation and well-being (Nieta Kayser)

Friday, 04.05., 15.00 – 16.30 Uhr	
Posterpresentation (Room 2a – blue)	
Friday, 04.05., 16.30 – 17.30 Uhr	
Keynote: Willibald Ruch (Room 2a – blue) Character strengths: Past and Future	
Saturday, 05.05., 9:00 – 10:30 Uhr	
<p>Session 19 Work (Arbeit IV)</p> <p>Room 4 - yellow</p> <p>(1 RR, 1SR)</p> <p><i>English Track</i></p>	<ul style="list-style-type: none"> • RR: Life satisfaction and job satisfaction relationship among social workers (Keser, Bilir & Aytaç) • SR: From micro-break to vacation: Recovery from work-related stress (Syrek)
Saturday, 05.05., 11:00 – 12:30 Uhr	
<p>Session 26: Cultivating a dynamic classroom and school environment</p> <p>Room 1 - red</p> <p><i>English Track Workshop</i></p>	<ul style="list-style-type: none"> • Cultivating a dynamic classroom and school environment: applying the research and practices of positive psychology to foster the unique genius of every 21st century student (Dahl)
Saturday, 05.05., 13.15 – 14.15 Uhr	
Keynote: Jürgen Margraf (Room 2a – blue) More than two sides of a coin: Positive mental health and mental health problems in different cultures	

RR: Research Report

SR: Structured Report

WS: Workshop

Abstracts: Keynotes

Maike Luhmann

Thursday, 03.05., 13:30 Uhr

Still stuck on the hedonic treadmill? Current theoretical and empirical developments on adaptation to life events

For decades, the hedonic treadmill was one of the guiding notions in research on happiness and well-being. According to this notion, people are stuck with their inherited level of happiness and adapt to any changes in their life circumstances quickly and completely. This notion has been questioned recently, as multiple high-powered longitudinal studies indicated that adaptation to life events is much slower than assumed. However, the hedonic treadmill is far from dead. In this keynote, I review current theoretical and empirical developments in this field of research and present central questions that need to be addressed in future research to fully understand who and when lasting changes in happiness are possible.

Willibald Ruch

Freitag, 04.05., 16:30 Uhr

Character strengths: Past and Future

Strength research can be said to have started at the 1999 Cayman taxonomy meeting where 17 characteristics were discussed that should enable a "good life" and three categories of positive outcome ("fulfillments") measures were proposed. In 2004 Peterson and Seligman then presented their influential "Character strengths and virtues: A handbook and classification" and subsequently presented the first wave of instruments for their assessment. In the meantime many studies were published using the instruments and validating strengths in a variety of settings and in different cultures. Also applications are blossoming in different fields. Yet several assumptions are unresolved or remained untested, and others have not been addressed yet. How do the strengths indeed relate to the perception of a good character? What is the relation between strengths and virtues? What is the scientific status of signature strengths? How does character relate to personality? The talk will address these and similar questions and address the issues that need further scientific scrutiny.

Jürgen Margraf

Samstag, 05.05., 13:15 Uhr

More than two sides of a coin: Positive mental health and mental health problems in different cultures

Mental health has traditionally been defined as the absence of psychopathology. However, in recent years it has become increasingly recognized that such a negative definition is insufficient. Elements of mental health and mental disorders can be present at the same time: they must be regarded as correlated but at least partially independent concepts. Both aspects need to be assessed for a proper understanding. There are, however, major discrepancies in positive conceptions of mental health. Although positive constructs such as happiness, satisfaction, optimism or sense of coherence have often been examined with respect to their health relevance, the relationship between these constructs and their roles for the positive definition of mental health remained unclear. A systematic literature review shows that the constructs mentioned have hardly ever been studied together, while at the same time more than 2000 studies examined happiness and satisfaction. In a program of systematic cross-sectional and longitudinal studies on representative, student and clinical samples from Germany, Russia, China and the USA before (N > 40000), we therefore investigated the structure of positive mental health. For this purpose, a short, unidimensional scale has been developed which shows cross-

cultural measurement invariance. In addition, potentially causally significant predictors of positive mental health as well as depression, anxiety and stress were studied. The results show that among other life satisfaction, resilience, optimism, happiness, self-efficacy, and social support have a cross-cultural salutogenic effect while buffering the negative effects of depression, anxiety, and stress. In addition, there are clear cross-cultural differences: in Germany, for example, mental health problems decline with increasing age, while they increase in Russia. In addition, personal values and social factors often differ strongly and show meaningful relationships to mental health.

Abstracts: Research Reports, Structured Reports and Workshops

Thursday, 03.05., 15:00 – 16:00 Uhr

Session 3 – Flow

Room: 4 (yellow)

Research Reports and Structured Reports

3.1. Feasibility of using flow interventions in an IT company (RR)

Frans Andersen

Theory and research question: Flow theory as base for an intervention in an IT company in order to reduce stress and increase flow experiences at work. The research question: To what degree can a flow theory based intervention increase the individual employee's opportunity to experience flow at work.

Methodology: Experience sampling method (ESM). 6 employees completed a flow short scale survey three times per day (at 10 am, 12 noon and 2 pm) during approx a week leading to a total of 106 measurements.

Results: The mentioned group increased the amount of flow experiences they had during the trial period.

Discussion: There were no control groups in this survey. We cannot know for sure whether it was the intervention that produced the positive result or something else. Other aspects, like the flow intervention model itself can be discussed.

3.2. No flow at the dark side: depressive symptoms hinder the experience of flow (RR)

Michael Wagner; Christian Montag; Christiane Waller; Johannes Keller

Theory and research question: The intrinsically rewarding experience of flow is characterized by a strong absorption in a smoothly proceeding activity, accompanied by reduced reflective self-consciousness. In the present research, we systematically investigate flow experience in the context of depression. Building on the assumption that defining elements of depression stand in stark contrast to flow experience (i.e., negative affect and rumination), we expect that depressive symptoms to be a critical hindering factor concerning the experience of flow.

Methodology: In a correlational (n=286) and a quasi-experimental study (n=70) we analyzed the relation of depression to flow experience during a mental arithmetic task in which task demands were automatically adjusted to individuals' skills.

Results: Both studies revealed that depressive symptoms were accompanied by less flow experience. However, depressive symptoms did not influence the perceived fit of skills and demands, which is considered as the central prerequisite of flow.

Discussion: In sum, our studies identified depression as an incremental critical boundary factor for the experience of flow and shed light on intrinsic motivation in depression. On this basis, we discuss the relevance of flow-research for the improvement of behavioral activation interventions in depression.

3.3. Optimizing optimal experience: flow and harmony in positive psychology and ancient wisdom (RR)

Josef Mattes

Theory and research question: Flow theory claims to study optimal experience, and it has been noted that practices like meditation can lead to flow. Nevertheless, there seems to be no systematic study of this relationship. Similarly, what little research in Self-Determination Theory (SDT) studied how people can satisfy their basic psychological needs in a self-determined way pointed to mindfulness as a useful tool. This motivates a systematic comparison of Flow and SDT on the one hand with meditation techniques and philosophies like Buddhism on the other.

Methodology: Literature review:

1) I will review the literatures on Flow Theory, SDT and Harmonic Passions with particular emphasis on what tools individuals themselves have to improve their lived experiences. 2) I will review fascinating recent work on *early* Buddhism, its meditation techniques, and possible relations to other philosophies (e.g., Pyrrhonism). 3) I will study if and how early meditation techniques might fit into the frameworks of Flow Theory and SDT and provide practical tools for optimizing experience.

Results: This is work currently in progress.

Expected results: Both techniques and attitudes that can plausibly be considered early Buddhism (and maybe Daoism and/or Pyrrhonism) will fit well into a framework centered around: Harmony (Vallerand); CBT treatments of OCD (compare the central role of "clinging" in Buddhism); mental flexibility (Acceptance and Commitment Therapy); autotelic behaviour; insight through body awareness (e.g., Gendlin's "Focusing", 3rd wave CBTs) and mindful movement (cf. the "self-invoking trigger hypothesis").

Discussion: It is of little use to a person to learn that more autonomy support in his/her childhood would have led to better experience in life. What is needed are tools to improve experience now. Psychology (including Positive Psychology) tended to neglect these, Buddhism claims to provide them. Thus, this work can potentially provide important input to positive psychology. Conversely, this work can contribute to the study of historic Buddhism by clarifying what, if any, psychological structure might underlie the alleged experience of "nibbana".

3.4. Capturing optimal Reading Experiences: Flow in Fiction Reading (RR)

Birte Thissen; Wolff Schlotz; Moniek Kuijpers; Winfried Menninghaus

Theory and research question: The study at hand transferred the concept of flow to the context of fiction reading to provide a new approach to understanding the evolvement of reading pleasure.

Methodology: We developed the Fiction Reading Flow Scale (FRFS) and assessed both flow and the more established concept of narrative presence by means of an online survey (N = 229) after 20 minutes of reading in a self-selected novel.

Results: As expected, the FRFS showed a two-factor structure (Absorption and Smooth Processing) and FRFS scores could be predicted by balance of text challenge and reader skills. Moreover, FRFS scores correlated positively with flow-related constructs such as reading pleasure and motivation. On average, FRFS scores were high and well within the range of flow scores on general flow scales reported for activities considered typical for flow. Flow and presence correlated significantly and were shown to potentially overlap.

Discussion: These results indicate that the concept of flow states can be transferred to the context of fiction reading and related to narrative presence. This is significant because flow theory offers a theoretical framework for predicting reading pleasure that can not only enhance our understanding of the pleasurable state underlying positive experiences in fiction reading, but also encourage new research approaches to the field of reading research.

Friday, 04.05., 10:30 – 12:00 Uhr

Session 8 – Education (Bildung II)

Room: 4 (yellow)

Research Reports and Structured Reports

8.1. The role of intrinsic and extrinsic motivation on immigrant learner's academic performance in South African schools (RR)

Jesse Ashley

Theory and research question: A number of children immigrate to South Africa every year. In the year 2013, there were about 12,211 immigrant children under the age of 15 years in the country. As a result of the modern infrastructure and relative developed economy, South Africa is seen as an alternative destination for immigrants from neighbouring countries and other parts of the world. It has been shown that migrant children experience challenges in their host countries. These challenges have been documented to affect their academic performance in school.

Methodology: A total number of 164 learners participated in the study. The age of participants range from 14-21 with a mean age of 18 years. More male 91 (55.5%) than female 73 (44.5%) participated in the present study. Learners who participated were in grade 11 and 12 immigrant learners in South African schools. Furthermore, black students were the majority with 162 (98.2%), coloured 2 (1.2) with no Indian and White learners. In addition, students' course grades were obtained from their official school records after filling the questionnaires in a classroom setting.

Results: Grade 11 learners were the highest participants with 101 (61.2%), and 63 (38.2%) learners from grade 12 class participated in the study. A regression analysis performed showed that academic motivation contributed to 12% of immigrant learners' academic performance in South African schools. Furthermore, Intrinsic Motivation to Know .18 and extrinsic motivation to Identified Regulation .18 were the best predictor for their overall GPA.

Discussion: These findings support the need for educators to know learner's attitude toward learning, what facilitates learning and hinders in the process of learning as this will assist improve immigrant learners academic performance in South African schools. Furthermore, the finding may be as a result of shame and punishment they may wish to avoid when they go back to their home country.

8.2. Does general education program improve the noble values of undergraduate students? (RR)

Margaretha S.S. Utami; Rika Pratiwi; Damasia L. N. Parmitasari

Theory and research question: According Seligman (2000), raising children is identifying and enhancing their strongest qualities and allow them to play out their strengths and live productive, fulfilled lives. Soegijapranata Catholic University has several efforts to improve the noble values of undergraduate students. One of the efforts is a general education program for final semester students. It is a facultative program. The students are volunteered to come. There is a question. Is there different noble value scores of the students before and after joining the program?

Methodology: There were 41 final semester students who attended the first activity which is motivational seminar with national reputation speaker. The second activity, there were 14 of the 41 students did three -day service learning by helping a cleaning service worker and three day observing a professional person activities. The Brown and Crace life value inventory as well as The Kostick Personality and preference Inventory were used to measure the students' life values before and after the program.

Results: There was no significant difference on life values as well as personality and preference score of the 14 students before and after joining the program. But, there were differences of the pretest score between students who did not (27 students) and who did the live in program (14 students) on "concern others" ($t= 3.089$; $p= 0.005$; M no live in group = 10.70; $SD= 1.636$; M live in group = 12.50; $SD = 1.829$); and "loyalty to family or group" ($t = 2.258$; $p = 0.030$; M no live in group = 11.70; $SD = 2.109$, M live in group = 13.00; $SD = 1.519$).

Discussion: The results showed that the life values as well as personality and preference scores of the students could not be changed by a temporary program. They also showed that only students with higher score on "concern others" and "loyalty to family or group" would join live in program. Continues and long term program was needed. Joining undergraduate program is like doing that program. It is better the students are measured in the beginning and in the end of undergraduate program. It will prove the improvement of the noble values of the students.

8.3. Factors attributable to academic performance among students from marginalized school in Central Java, Indonesia: subjective well-being, self-efficacy, and implicit belief on intelligent (RR)

Augustina Sulastri; Monika W. Satyajati

Theory and research question: Some studies have shown that self-efficacy and implicit belief on intelligence may predict academic performance. In the current study, we further investigated self-efficacy, implicit belief on intelligence, and subjective well-being among students from marginalized school in relation with their academic performance.

Methodology: Fourty two students of an elementary school (21 males, 21 females, aged 9-13 years old) participated in this study. Self-efficacy, implicit belief on intelligence, and subjective well-being were assessed using quetsionnaires filled by the students, while academic performance was analyzed using the first final report from school. Linear multiple regression was employed to assess all three predictors to academic performance.

Results: This combination of variables did not predict significantly academic performance, $F(5, 36) = 1.876$, $p> .05$. However, from the linear multiple regression analysis we found that self-efficacy ($M030.90$, $SD= .69$) was the only variable significantly predicted the academic performance. The adjusted R squared value was .097. This indicates that only 9.7% oft he variance in academic performance was explained by the model.

Discussion: The current study corroborated previous studies that self-efficacy (e.g. Feldmann & Kubota, 2015, Hoigaard, Kovac, Overby & Haugen, 2015) on predicting academic performance. Seld-efficacy is generally defined as the power of believing that one can do something (Maddux, 2009) while implicit belief on intelligence deals with the belief that the neurons in the brain will grow stronger if they are used (Blackwell, Tresniewski, &Dweck, 2007). Implications of the prediction are discussed.

8.4. Predicting academic performance of elementary school students: the predictive validity of intelligence, self-efficacy, and belief of intelligence (RR)

Monika W. Satyajati; Haryo Goeritno; Augustina Sulastri

Theory and research question: In their impressively longitudinal study, Deary, Strand, Smith and Fernandez (2007) showed that intelligence revealed as the most robust predictor to academic performance. However, other studies also have shown that self-efficacy (Diseth Meland, & Breidablik, 2014) and belief on intelligence (Blackwell, Tresniewski & Dweck, 2007) predicted students' academic performance. The current study investigated which of the two variables (self-efficacy, and belief on intelligence) predicted academic performance when intelligence was controlled.

Methodology: Forty two students of an elementary school (21 males, 21 females, aged 9-13 years old) participated in this study. Self-efficacy and belief on intelligence were assessed using questionnaires filled out by the students. Intelligence was assessed using Raven's Standard Progressive Matrices. Hierarchical multiple linear regression analysis was employed.

Results: Hierarchical multiple linear regression analysis showed that when intelligence was entered alone, it significantly predicted academic performance, $F(1,40) = 14.31, p < .01$, adjusted $R^2 = .25$. When other variables were added, the entire group variables significantly predicted academic performance, $F(3, 38) = 5.94, p < .01$, adjusted $R^2 = .27$. This is a small or smaller than typical according to Cohen (1988). With this combination of predictors, intelligence has the highest beta (.46), followed by belief on intelligence (beta = .11).

Discussion: Results of the current study replicated previous findings from meta-analysis study (Roth et al., 2015) on the predictive validity of intelligence to academic performance. In the current study, we found that intelligence has the highest beta among other two variables (beta = .46). This is larger than typical according to Cohen (1988). Although intelligence turned out to be the most robust predictor, we also found that belief on intelligence showed significant contribution to the model. Implications of further prediction are discussed.

Friday, 04.05., 13:30 – 15:00 Uhr

Session 14 – PP Interventions (PP Interventionen II)

Room: 4 (yellow)

Research Reports and Structured Reports

14.1. Gratitude and self-compassion: how do they relate to each other and how to measure them in Germany? (RR)

Nicole Blabst; Eva Lerner

Theory and research question: Gratitude has been a popular focus of Positive Psychology research over the past decades. Even though self-compassion measures have been developed at about the same time, it has not received similar interest. Prior research (e.g. Breen et al., 2010), provided a basis to justify the hypothesis that self-compassion should correlate positively with gratitude. Because of the lack of German gratitude measures, a validation study of the well-established GQ-6 and the new holistic MCGM was added (McCullough et al., 2002; Morgan et al., 2017).

Methodology: The online questionnaires were completed in random order by 508 participants. Self-compassion was measured using the validated German version SCS-D (Hupfeld, & Ruffieux, 2011). To test for criterion and construct validity of the GQ-6-G and the MCGM-G, affect (PANAS), wellbeing (SHS, SWLS), empathy (Empathic Concern and Perspective-Taking subscales of the IRI), awareness (Acting with Awareness subscale of the FFMQ), anxiety and depression (BSI) scales were included.

Results: Self-compassion and gratitude revealed moderate positive correlations ($r = .34$ to $.40$). The one-factor model of the GQ-6-G could be replicated after excluding one item (RMSEA = $.07$; CFI = $.98$) with a good internal consistency of $\alpha = .82$. Removing four items of the MCGM-G lead to the proposed hierarchical structure (RMSEA = $.05$; CFI = $.93$). Reliability analysis also revealed a good internal consistency ($\alpha = .88$) and both scales correlated positively with affect, wellbeing, empathy, awareness and negatively with anxiety and depression.

Discussion: It was possible to substantiate the connection between gratitude and self-compassion, which is a promising area of research for further projects. Moreover, the GQ-6-G and the MCGM-G are reliable and valid tools for measuring gratitude in Germany. Positive Psychology research can rely on both gratitude tools for ongoing studies and combine it with the solid tool of self-compassion SCS-D ($\alpha = .92$).

14.2. How positive psychology interventions work: the role of positive-self relevant thoughts, optimism, gratitude and self-compassion (RR)

Johannes, Heekeren; Kathrin Heinitz; Belinda Merkle

Theory and research question Randomized controlled studies have repeatedly demonstrated that positive psychology interventions (PPIs) effectively increase well-being. Some scholars proposed that all PPIs work through activating positive self-relevant thoughts. Others suggested that specific mechanisms, such as optimism, gratitude and self-compassion, contribute to the effectiveness of PPIs. So far, little research has tested which assumptions about underlying mechanisms hold to be true, although such knowledge is crucial for the further development of PPIs.

Methodology: To investigate these issues, we are going to randomly assign 300 participants to one of the following online interventions: writing about their best possible future (BP), expressing gratitude in a letter (GL), exploring self-compassion through writing (SC) or writing about their previous week (control group). Next, participants name ten current thoughts, rate their self-relevance and whether they perceive them as positive, neutral or negative. Finally, participants report their momentary optimism, gratitude, self-compassion and affective state.

Results: Data collection is expected to be finished by the end of March 2018. We hypothesize that all PPIs increase participants' well-being compared to the control group due to an increase in the amount of positive self-relevant thoughts. Additionally, we expect specific mechanisms for each intervention. Specifically, we expect an increase in optimism in the BP, gratitude in the GL and self-compassion in the SC condition compared to the control condition.

Discussion: Understanding the mechanisms of PPIs is important because it may help to increase their effectiveness. Analogous to research on active ingredients in pharmaceuticals, learning more about the active ingredients of PPIs may help to further develop already existing PPIs, guide the construction of new PPIs and facilitate strategic targeting of PPIs to specific people and their needs.

14.3. Effectiveness of a short Yoga Nidra Meditation on stress, sleep, and well-being: a randomized controlled trial (RR)

Esther N. Moszeik

Theory and research question Previous studies have shown that mindfulness-related interventions have a significant impact on stress and well-being in various populations. Regarding working contexts, mindfulness has turned out to be a relevant predictor of job satisfaction, sleep quality and a decline in emotional exhaustion and stress. To further extend these findings, we developed an 11-minute Yoga Nidra meditation that may especially be integrated in a busy work schedule.

Methodology: In an experimental online study, the effects of this short meditation on stress, sleep, well-being and mindfulness were examined. Instructions for the 11-minute meditation were provided by audio file and carried out during a period of 30 days by the participants of the experimental group.

Results: As expected, the meditation group (N = 341) showed lower stress experience, higher well-being and improved sleep quality after the intervention (very small to small effect sizes) compared with a waiting-list control group (N = 430). Furthermore, it turned out that the meditation had a stronger impact on the reduction of negative affect than on the increase of positive affect. Mindfulness, as a core element of the exercise, increased during the study within the meditation group. All effects remained stable at follow-up six weeks later.

Discussion: Since these effects have so far only been based on self-reports and in comparison to a waiting-list control group, future research should consider biological markers of stress and well-being as well as active control groups.

14.4. Fulfilling basic needs when under chronic death-thoughts: the benefit of autonomy, affiliation and competence for self-regulation and well-being (SR)

Daniela Niesta Kayser

Theory and research question: Death-thoughts are an attribute of mortality salience long believed to engender a variety of automatic defensive reactions and to impair self-esteem. This research provides a theoretical and empirical examination of the role of dispositional death-thought cognitions in worldview defenses, sense of autonomy and self-regulation and the importance of basic need fulfillment for well-being and life satisfaction.

Methodology: Studies 1 to 3 perform a scale validation of the construct of chronic death thoughts by means of exploratory and confirmatory analyses, followed by converging and discriminant validity tests and a test-retest analysis. Replication of effects on self-esteem and world-view defense by chronic death thoughts in studies 4 and 5. Study 6 investigates the benefit of fulfilling three basic needs and how they mitigate the detrimental effect of chronic death thoughts and lead to more well-being and better performance.

Results: Correlational, quasi-experimental, and laboratory studies show that the dispositional death-thought cognitions measure a unique quality of mortality salience that parallel effects found using situational inductions of mortality salience. Thus, chronic thinking of one's own death appears to be stable over situational influences and may be engendered in the person. Both dispositional and state mortality salience predicted lower self-esteem, lower sense of autonomy and relatedness.

Discussion: In this sense, death thoughts impair both the sense of self-regulated activity and foster the tendency toward automatic defensive reactions. However when basic psychological needs such as autonomy, affiliation and competence are fulfilled, mortality sense may yield positive outcomes such as a greater sense of well-being and higher academic performance. These findings are relevant for a better understanding of coping strategies in aversive situations such as grief or social threat.

Saturday, 05.05, 9:00 – 10:30 Uhr

Session 19 – Work (Arbeit IV)

Room: 4 (yellow)

Research Reports and Structured Reports

19.1. Life satisfaction and job satisfaction relationship among social workers (RR)

Aşkın Keser; Burcu Öngen Bilir; Serpil Aytaç

Theory and research question: Life satisfaction is the general judgment and evaluation that an individual has about his or her life. Job satisfaction is the emotional state in which the work that the employee has done and what he or she achieves is the result of matching with his own needs and

personal values. In other words, the emotional reactions employees perceive about their job. The existence of life satisfaction depends on many factors. The most important of these is job satisfaction. Therefore, there is a relationship between life satisfaction and job satisfaction.

Methodology: This research is a questionable investigation of the relationship between life satisfaction and job satisfaction. The universe of research is Social workers. The sample of the research is 101 Social Worker. The questionnaires were distributed to the experts through the Professional Associations and the questionnaires previously prepared by the researchers were distributed in closed envelopes. 112 questionnaires have returned. A total of 101 data were analyzed 11 questionnaires were missing and incorrectly filled.

Results: Given the results of the independent model, GFI = 0.78 and CFI = 0.78. It does not seem to have a good fit. In the second model factors are related to each other. As a result of analysis, GFI = 0.81 and CFI = 0.81 were found. The results of the second model also do not show a good fit. In our third and last model, GFI = 0.90 and CFI = 0.90, and the model shows a good fit. There is also a positive relationship between life satisfaction and job satisfaction ($r = 0.39$).

Discussion: When the research done in the literature is examined, it is seen that the results of this study support the results of other researches. Studies conducted by Iris and Barret (1972), London et al. (1977), Chisholm (1978), Orpen (1978) and Chacko (1983) also revealed that participants were satisfied with job satisfaction levels and life satisfaction levels.

19.2. From micro-break to vacation: Recovery from work-related stress (SR)

Christine Syrek

Theory and research question: A globalized economy, an aging working population and technological advances have led to structural changes in the way work is organized, carried out and experienced. Boundaries between work and private life disappear, workload increases and leads to the perception of being 'always on, never done', affecting employees' subjective well-being and performance. As a result, recovery as an antagonist of work stress plays a crucial role in protecting the health and well-being of employees.

Methodology: Presented research regards the following types of recovery intervals: Micro-recovery (i.e. very short breaks at work), meso-recovery (i.e. breaks during the working day such as coffee or lunch breaks), meta-recovery (i.e. breaks between working hours, after hours and weekends) and macro-recovery (i.e. Holidays and vacations with a time interval longer than two days).

Results: Current research results on the different types of recovery from work-related stress - from micro break and lunch breaks over after-work and weekends to vacations - are presented. Recovery mechanisms and key stress factors that may affect recovery are examined.

Discussion: Implications from research findings, indicating on which factors recovery depends and how recovery from work-related stress might be achieved in order to contribute to well-being, health and performance, are discussed.

Saturday, 05.05, 11:00 – 12:30 Uhr

Session 26 – Cultivating a dynamic classroom and school environment

Room: 1 (red) Workshop

26.1. Cultivating a dynamic classroom and school environment: applying the research and practices of positive psychology to foster the unique genius of every 21st century student (Dahl)

Molly Dahl

Topic/ Relevance: This interactive workshop moves you past feeling passionate about Positive Education to jump-starting its substantive application in the classroom. We'll focus on specific, simple, and engaging practices that enable your students to take an interactive, primary role in their learning—a process that later flows outward into their overall well-being and happiness and into positive relationships of trust. You'll hear stories of how much students love it and how quickly they buy in, and how it creates and supports happy kids.

The workshop includes experiential mindfulness practices, easy-to-learn, and quick-yet-potent lessons and teaching strategies to take back to your classroom, (board room, or client practice), next week. Lessons include: self-compassion, breathing practices to settle anxiety, mindfulness practices to wake up and engage the mind, and simple acts to create a culture of kindness.

You will be able to harness your passion and apply it to the real-world classroom environment of squirming bodies and busy, distractible minds, (as well as any other setting where positive psychology applies). We'll discuss how to weave the practices of Positive Education into what you're already doing with your students, colleagues, and clients, creating better results with the same (or less!) amount of time and effort. It's the most important "one more thing" you can do, as it will improve everything else you're already doing!

If your goal is to bring virtue and character, as well as engaged academics, back to the educational setting, don't miss this compelling workshop.

Content and Learning Goals: Participants will experience what the mindfulness of breathing feels like in a guided mindful breathing practice. They will learn techniques to share the practice with their students or clients. They will practice teaching a short guided practice to a small group of their peers. Participants will engage with each other in an interactive lesson on strengths. They will complete a guided note-taker activity that summarizes how they can best incorporate the strengths activity into their lessons with their own students or clients.

Participants will experience a 30 second, self-compassion practice to ease fears or anxiety. They will practice teaching this activity to another participant in a non-threatening environment. They will practicing teaching this technique to a small group of their peers.

Methodology: The proposed workshop will be part direct instruction--lecture, part experiential learning--practicing the activities and teaching strategies, and part practice teaching/sharing with a partner. As participants engage directly with the practices, experiencing them for themselves, they can then take that experiential knowledge back to the students in their classrooms, colleagues in the office, or clients in their practice, and share the useful strategies and techniques of positive psychology and education that strengthen interpersonal relationships. Participants will have a guided note-taker that will accompany the presentation so they can record the information that strikes them on a personal level and remember what they want to incorporate into their own lives and what they wish to share with others. Short journaling exercises will be included, asking each participant to tap into their own experience and understanding of topics and practices.

Included in the note-taker will be relevant resource: websites, journal articles, book titles, and video links. In positive psychology we learn that one positive, supportive relationship is the best indicator and predictor of overall well-being and happiness. During the workshop, we aim to deepen and strengthen that knowledge and help participants weave it into the very matrix of their cells. Working with others, many times strangers, in a positive environment, on a positive topic or project, can foster the cultivation of deep and lasting relationships.