



**Interested in learning how
to apply Positive Psychology
principles to promote optimal
performance and well-being?**

The Institute for Positive Psychology & Education Conference 2016: *Converting Science into Practice*

Learn how to put scientifically-grounded Positive Psychology research into practice.

Learn how to implement interventions which increase health and well-being, social connectedness, and effective action.

Our speakers will include **Professor Richard M Ryan**, renowned positive psychology researcher, and co-founder of the Self-Determination Theory. Also **Professor Herb Marsh**, **Professor Joseph Ciarrochi**, **Dr Louise Hayes**, **Dr Suzy Green**, and other world-renowned speakers, researchers, and authors.

Saturday 30 April, 2016 — Australian Catholic University,
25A Barker Road, Strathfield NSW 2135



Our Presenters



Professor Richard M Ryan (PhD) is a Clinical Psychologist and Professor at the Institute for Positive Psychology & Education (IPPE), Australian Catholic University and at the University of Rochester, New York. He is co-founder of Self-Determination Theory, and is a prodigious researcher writing over 250 research articles, books and book chapters. He is a humble recipient of multiple international awards and honours for his internationally acclaimed work. Professor Ryan's work has been cited over 153,805 times and has an h-Index of 136, reflecting the enormous influence of Professor Ryan's work worldwide. In academic worlds the h-index represents a measure of the quality and quantity of academic impact. For example, of Nobel Prize winners, 84% of them had an h-Index of at least 30. His research helps educators, health practitioners, families, and organisations foster teamwork, prevent bullying, address addictive behaviours, and he is instrumental in the design of supportive learning environments.



Professor Joseph Ciarrochi (PhD), at the Institute for Positive Psychology & Education, Australian Catholic University, has published over 100 scientific journal articles and many books. These include the best-selling *Get Out of Your Mind and Into Your Life Teens*, and the widely acclaimed *Mindfulness, Acceptance, and Positive Psychology: the Seven Foundations of Well-Being*. His newly released book — *Weight Escape* — applies Acceptance and Commitment Therapy to promoting positive health behaviour and weight loss. He has been honoured with over two million dollars in research funding. His work has been discussed on television and radio, and in magazines and newspaper articles.



Professor Herb Marsh (DSc, MA, BA [Hons] [Psych], PhD [Psych]) is a Professor at the Institute for Positive Psychology & Education, Australian Catholic University and Emeritus Professor at Oxford University. He is an 'ISI highly cited researcher' in the World of Science and has a Google Scholar h-Index of 135 based on 73,000 citations for more than 800 publications. He founded and directs the SELF Research Centre that has 500+ members and satellite centres at leading Universities around the world, and co-edits the SELF monograph series. In 2015 he was elected President of the International Positive Psychology Association (IPPA). He coined the phrase substantive-methodological research synergy which underpins his research efforts. In addition to his methodological focus on structural equation models, factor analysis, and multilevel modelling, his major substantive interests include self-concept and motivational constructs, evaluations of teaching/educational effectiveness, developmental psychology, sports psychology, the peer review process, gender differences, peer support, and anti-bullying interventions.



Dr Paul W Atkins (BA [Hons 1st Class], MCogSc, PhD) is a Senior Research Fellow with the Institute for Positive Psychology & Education, ACU. He has a long practical career working as a psychologist in organisations. He has worked with thousands of managers and staff doing training or one-on-one executive coaching, mainly focused on improving wellbeing, resilience, stress management, conflict management and teamwork. He has delivered hundreds of workshops to clients from private, public and volunteer organisations. He is a member of the international design team implementing PROSOCIAL, an approach for enhancing cooperation in teams using principles derived from social psychology, evolutionary theory and economics. He is also using PROSOCIAL to enhance cooperation and teamwork in school, business and public groups (see www.prosocialgroups.org).



Dr Louise Hayes (MAPS, TA, BAppSci [Hons], PhD [Clinical]) is a world expert in Acceptance and Commitment Therapy/Training (ACT) for young people and the co-author of the best selling book, *Get Out of Your Mind and Into your Life for Teenagers: A Guide to Living an Extraordinary Life*, and the forthcoming book for teachers, therapists and counsellors on ACT for young people, *The Thriving Adolescent: Using Acceptance and Commitment Therapy and Positive Psychology to Help Teens Manage Emotions, Achieve Goals, and Build Connection*. Louise uses ACT with young people in schools and clinical settings. Louise uses ACT with young people in schools and clinical settings. She is a clinical psychologist, peer reviewed ACT trainer, an academic, author, speaker and active philanthropist.



Dr Suzy Green (DPSyc [Clin]) is a clinical and coaching psychologist (MAPS) and the founder of The Positivity Institute, an organisation dedicated to the research and application of Positive Psychology for life, school, and work. Suzy was the recipient of an International Positive Psychology Fellowship Award and has published in the *Journal of Positive Psychology*. Suzy lectured on Applied Positive Psychology as a Senior Adjunct Lecturer in the Coaching Psychology Unit, University of Sydney for ten years and is an Honorary Vice-President of the International Society for Coaching Psychology. Suzy also currently holds Honorary Academic positions at Sydney Business School, University of Wollongong, Melbourne Graduate School of Education, University of Melbourne, the Institute for Positive Psychology and Education at the Australian Catholic University, and the Black Dog Institute. Suzy is also an Affiliate of the Institute for Well-Being, Cambridge University and a Board Member of the Reach Foundation.



Dr William DeJean has inspired and re-inspired individuals and organisations for the important work they do for over 20 years. His work has helped thousands of people around the world reach their optimal potential. Dr DeJean started his career as a high school teacher, inspiring students to become the first in their families to attend university. For his successes, he received numerous recognitions, including being selected Teacher of the Year among 26,000 teachers in San Diego County. Dr DeJean, who holds a Doctorate in Education, brings many lenses to the organisations he works with. He has taught at universities in the United States and Australia, he is an internationally recognised researcher, he consults across a range of social service and community organisations, and he is a sought-after keynote speaker, including appearances at TEDx Canberra, and the Young Minds Conference. William's first book, *Unleash Learning: 40 Successful Strategies to Ignite, Inspire and Unleash Learning for Everyone*, is now available.



Keynote and Workshop Information

Keynotes

Professor Richard M Ryan — *Motivation in Learning, Work, and Well-Being: Research and Practice from the Perspectives of Self-Determination Theory.* In every setting — in schools, workplaces, clinics, and athletics — fostering high-quality motivation is a critical issue. In this talk Professor Ryan will present research based in Self-Determination Theory (SDT) concerning how managers, teachers, coaches, therapists and parents can facilitate or undermine autonomous motivation and its positive consequences for learning and wellness. He will also discuss such varied issues as: what sustains motivation over time; how feedback, evaluations, and incentives impact behaviour; and what is culturally universal and culturally specific about motivational principles. Finally, he will discuss practical elements in motivating oneself and others.

Professor Herb Marsh — *Academic Self-Concept: Cornerstone of a Revolution in the Positive Psychology of Education.* There is a positive psychology revolution sweeping educational psychology, one that emphasises how healthy, normal, and exceptional students can get the most from education. Positive self-beliefs are at the heart of this revolution. Professor Marsh's self-concept research program represents a substantive-quantitative synergy, applying and developing new quantitative approaches to better address substantive issues with important policy implications. Self-concept is a multidimensional hierarchical construct with highly differentiated components such as academic, social, physical, and emotional self-concepts that cannot be understood from a unidimensional approach that considers only self-esteem. Particularly in educational psychology, self-concept enhancement is a major goal. Self-concept is also an important mediating factor that facilitates the attainment of other desirable outcomes. In education, for example, a positive academic self-concept is both a highly desirable goal and a means of facilitating subsequent academic accomplishments. However, the benefits of feeling positively about oneself in relation to choice, planning, persistence, and subsequent accomplishments transcend traditional disciplinary and cultural barriers. Perhaps more than any other areas within educational psychology, there are extensive international cross-cultural tests and support for the generalisability of the major theoretical models in the discipline. The purpose here is to provide an overview of Professor Marsh's self-concept research in which he addresses diverse theoretical and methodological issues with practical implications for research, policy, and practice such as:

- Does a positive self-concept 'cause' better school performance or is it the other way around?
- Why do self-concepts decline for:
 - gifted students who attend selective schools?
 - learning disabled students in regular classrooms?
- Are multiple dimensions of self-concept more distinct than multiple intelligences?
- Why do people think of themselves as 'math' persons or 'verbal' persons?
- Can children as young as 5 or 6 distinguish between multiple dimensions of self-concept?
- How different are the self-concepts of bullies and victims?
- Does a positive physical self-concept lead to health-related physical activity?
- Do self-concept models hold up cross-nationally and cross-culturally?
- How do self-concepts of elite swimmers from 30 countries contribute to winning gold medals?
- How did the fall of the Berlin Wall and the resumption of Chinese control of Hong Kong influence self-concepts?



Workshops

Morning Workshops:

Professor Richard M Ryan — *The Values and Lifestyles that Actually Satisfy: A Reflective Discussion*

In the modern world there are many pressures and seductions that draw us in — some for better and some for worse. Media, technologies, and consumerism have pulls on us that, like gravity, are invisible but nonetheless can hold us down. We are often prompted more to 'have' than to 'be.' In this workshop, we will address lifestyles that diminish and those that enrich personal well-being and our relationships with others. Special attention will focus on how we can enhance vitality and wellness in the midst of these influences, and identify the barriers to living well.

Dr Louise Hayes — *The Thriving Adolescent: Using Acceptance and Commitment Therapy and Positive Psychology to Help Teens Manage Emotions, Achieve Goals, and Build Connection — Individual Thriving*

Louise will introduce participants to a new dynamic model for working with young people in clinics, in schools, in classrooms, and in communities. The workshop is fun and creative. It is based on Positive Psychology and a mindfulness-based approach called Acceptance and Commitment Therapy. Louise will show you how to engage young people in experiential exercises, rather than talking *at* young people. Her workshop will cover the following:

- How to use ACT and positive psychology for young people individually and in group settings.
- Developmental considerations when using ACT/Positive psychology techniques.
- How to work collaboratively with young people and creating an experiential space for behaviour change.
- How to create your own ACT exercises for young people using readily available resources.
- How to help young people connect mindfully to their lives.

The attendees will receive access to electronic materials for use with young people. While the two half-day workshops are linked together, they will be taught in a way that the attendee can attend one without attending the other.

Dr Paul W Atkins and Professor Joseph Ciarrochi — *PROSOCIAL: Using Psychological Flexibility to Build Cooperation in Groups*

This workshop will introduce and demonstrate the PROSOCIAL process for improving group cooperation. Any group of people who are trying to work together to achieve common goals can benefit from PROSOCIAL. PROSOCIAL draws upon evidence from psychology and evolutionary theory to provide a practical and integrated set of principles for building motivation, managing difficult conversations, creating a shared language of cooperation, dealing with selfish behaviour, and relating to other groups. A key part of this process is enhancing individual and group psychological flexibility so that groups can more openly discuss difficult topics and respond to conflict more effectively. This workshop will describe the theoretical and empirical background to PROSOCIAL, then present individual and collective tools that can be used to enhance psychological flexibility and group cooperation. The workshop will be of use to anyone wishing to help a group function more effectively.



Afternoon Workshops:

Dr Suzy Green and Dr William DeJean — Creating a Flourishing Life: Putting Science into Practice for Enhanced Well-Being

Research from Positive Psychology tells us that only approximately 20% of the population are flourishing (have high levels of mental health and well-being and low levels of mental illness). This mini-workshop aims to introduce participants to scientifically proven positive psychology interventions (PPIs) with a focus on application both personally and professionally. The workshop is based on a successful series of half-day retreats that Suzy and William have been running for the community in Sydney and Melbourne for the past three years. Participants will also have an opportunity to reflect on their own levels of flourishing (or languishing) and identify actionable steps to move towards greater flourishing.

Dr Louise Hayes — The Thriving Adolescent: Using Acceptance and Commitment Therapy and Positive Psychology to Help Teens Manage Emotions, Achieve Goals, and Build Connection — Social Thriving

Louise will introduce participants to a new dynamic model for working with young people in clinics, in schools, in classrooms and in communities. The workshop is fun and creative. It is based on Positive Psychology and a mindfulness-based approach called Acceptance and Commitment Therapy. Louise will show you how to engage young people in experiential exercises, rather than talking *at* young people. Her workshop will cover the following:

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- How to help young people connect mindfully to their lives.

The attendees will receive access to electronic materials for use with young people. While the two half-day workshops are linked together, they will be taught in a way that the attendee can attend one without attending the other.

Professor Joseph Ciarrochi and Dr Paul W Atkins — The Developing Self: Learning to Let Go of the Self in Order to Improve Yourself and Your Workplace

What are you good at? What are you bad at? What kind of workplace do you inhabit? Answers to these questions will often determine what you think is possible in your work life. This workshop will show you how our verbal understanding of ourselves and our workplace can limit what we are capable of achieving. We will show interventions that help disrupt destructive behaviour that stems from pride, envy, defensiveness, and narcissism. We will also show you how to use self-compassion, instead of self esteem, to motivate yourself to achieve your full potential. The workshop will be in the service of growing your skills and improving your workplace culture.



Institute for Positive Psychology & Education Conference 2016: *Converting Science into Practice*

Program of Events Saturday, 30 April 2016

8.00am:	Registration and Coffee
8.30am:	Welcome to Country Welcome by Professor Rhonda Craven , Director of IPPE
8.45am:	Welcome by Professor Joseph Ciarrochi and Dr Suzy Green , Conference Directors
9.00am:	Keynote 1: Professor Richard M Ryan — <i>Motivation in Learning, Work, and Well-Being</i>
9.45am:	Keynote 2: Professor Herb Marsh — <i>Academic Self-Concept</i>
10.15am:	Morning Tea
10.45am:	Concurrent Morning Workshops <ul style="list-style-type: none">➤ Stream 1: Professor Richard M Ryan — <i>The Values and Lifestyles That Actually Satisfy</i>➤ Stream 2: Dr Louise Hayes — <i>The Thriving Adolescent</i> — Individual Thriving➤ Stream 3: Dr Paul W Atkins and Professor Joseph Ciarrochi — <i>PROSOCIAL</i>
12.15–1.30pm:	Lunch and Poster Presentations
1.30pm:	Concurrent Afternoon Workshops <ul style="list-style-type: none">➤ Stream 1: Dr Suzy Green and Dr William DeJean — <i>Creating a Flourishing Life</i>➤ Stream 2: Dr Louise Hayes — <i>The Thriving Adolescent</i> — Social Thriving➤ Stream 3: Professor Joseph Ciarrochi and Dr Paul W Atkins — <i>The Developing Self</i>
3.00pm:	Afternoon Tea
3.30pm:	HDR Students — <i>Impactful Science: Using Science to Improve Lives</i>
4.00–4.30pm:	Panel: Moderator: Professor Joseph Ciarrochi . Panel Members: Professor Herb Marsh , Dr Paul W Atkins , Dr Suzy Green , Dr Louise Hayes
4.30pm:	Closing — Professor Alexander Yeung
5.00pm:	Day Close — Conference Drinks