



BUCKINGHAMSHIRE
NEW UNIVERSITY
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10th MAPPiversary Special Celebratory Applied Positive Psychology Symposium & Festival



The **Centre** for
Positive Psychology

Sat. 16th – Sun 17th July 2022, Buckinghamshire New University, Aylesbury Campus

PROGRAMME

SATURDAY 16th July 2022 (9.30am-6.15pm)

(Please note that all session slots include a 5 min transition time to move between rooms, and that room allocations are subject to change; talk timings given (unless keynote/noted otherwise) are

10 mins for the presentation + 5 mins for questions + 5 mins transition time.

Due to the tight schedule, timekeeping will need to be enforced strictly; thank you for your understanding.)

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The Positive Psychology
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9.00 - 9.30 (30 mins)

Arrival/Reception (Atrium Hall – Ground Floor) – Sign in and tea/coffee

9:30 – 9:45 (10 mins)

JOINT WELCOME ADDRESS (MAPP Team and sponsor PP Net/Guild) – Room: A2.18/19 (2nd floor)

9:45 – 10.20 (30 mins)

OPENING KEYNOTE: Yannick Jacob (School of Positive Transformation) –

Towards a Unified Theory of Positive Psychology Coaching? Lessons Learned About Integration

PARALLEL SESSIONS

Strand A (Room A1.07/08 – 1st floor)

Strand B (Room A2.18/19 – 2nd floor)

Chair: Dr Matthew Smith

Chair: Dr Ceri Sims

10.20 – 10.40 (15 mins)

Talk1a: Ruth Cooper-Dickson & Hanna Kampman (UEL) - Exploring the Experiences of Coaches Working on the Edge: Trauma, Post-Traumatic Growth, and Coaching

Talk 1b: Ruth Howard (BNUa) - Disseminating Positive Psychology Research and Practice: Storytelling to Promote Understanding of Neurodiversity and Inclusion

10.40 – 11.00 (15 mins)	Talk 2a: Kimberley Wakefield (BNUa) - From Ashes to Beauty: An Autoethnographic Account of Post-Traumatic Growth & its Impact in a Post-Pandemic World	Talk 2b: Lee Silver (BNUa) - A Framework of PPIs to Aid Enhancing the Potential of Adults with Dyslexia to Thrive
11.00 – 11.20 (15 mins)	Talk 3a: Sarah Monk (BNU) – The Long-Term Effects of Mindful Self-Compassion Training: A Qualitative Study	Talk 3b: Mary Mosoeunyane (BNUa) - Critical Race Theory: Tool for Race-Dialogue in Changing the Landscape of 3rd Wave PP
11.20 – 11.40 (20 mins)	BREAK - POSTERS / STALLS / INSTALLATIONS (Atrium Hall – Ground Floor)	
11.40 – 12.00 (15 mins)	Talk 4a: Derek Tate (BNUa) - Mindful Ascending for Flowing Descending: Can Teaching Alpine Ski Instructors Mindfulness Strategies Foster More Flow Experiences on the Slopes?	Talk 4b: Sue Roberts Taylor (BNUa) – Visibly Flourishing: The Role of Positive Psychology in the Wellbeing of People with a Visible Difference of Appearance
12.00 – 12.45 (40 mins)	WORKSHOP 1a: Anna Hatchard & Jane Dennis (BNUa) – Laughter Yoga & Inclusion (Room A1.19)	WORKSHOP 1b: Sumaera Hasan (BNU) - Playing with Strengths Using the Lego Serious Play Methodology (Room A2.17)
12.45 – 1.45 (1 hour)	LUNCH - POSTERS / STALLS / INSTALLATIONS (Atrium Hall – Ground Floor)	
1.45 – 1.05 (15 mins)	Talk 5a: Nikki Ayles (BNUa) - Nature Nurture: Sensory Engagement as a Pathway to Nature Connectedness and Ultimate Wellbeing	Talk 5b: Dan Collinson (BNU) – Does Strengths-Based Leadership Stimulate Employee Intrinsic Motivation?
1.05 – 2.25 (15 mins)	Film (5a): Heather Grant (BNU) – Wild Garlic Hunting and Other Ways to Savour Nature	Talk 6b: Ceri Sims (BNU MAPP Co-Course Leader) – Pupil Leadership Identity in a Secondary School
	CANCELLED	

	Strand A <i>(Room A1.07/08 - 1st floor)</i>	Strand B <i>(Room A2 18/19 - 2nd floor)</i>	Strand C <i>(Room A1.19 – 1st floor)</i>	Strand D <i>(Room A1.30)</i>
2.25 – 3.15 (45 mins)	WORKSHOP 2a: Romy Brooks & Nicola Morgan (BNUa) - Positive Play Keeps the Doctor at Bay! (Improv Drama) Room A2.17	WORKSHOP 2b: Dan Collinson (BNU) – Put Your Strengths to Work	WORKSHOP 1c: Anya Pearce (BNU) - Positively Impacting Ourselves to Positively Impact Others	SIGN UP AT PP IN COACHING STALL FOR Sarah Hunt (BNU) - Free Strengths Profile Feedback (2.25 onwards)
3.15 – 3.35 (20 mins)	BREAK - POSTERS / STALLS / INSTALLATIONS (Atrium Hall – Ground Floor)			
3.35 – 4.25 (45 mins)	WORKSHOP 3a: Siobhan Connolly-Hogan (BNUa) – Befriending Your Inner Critic (Room A1.30)	WORKSHOP 3b: Ceri Sims & Nikki Ayles (BNU) – Coaching Outdoors (Please bring suitable footwear/clothing)	(LONG) WORKSHOP 2c (Room 3.35 – 6:05): Kate McAllister (BNU) – Appreciative Inquiry Taster (Room A2.17 – 2nd Floor)	
4.25 – 5.15 (45 mins)	WORKSHOP 4a: Josef Mattes (BNUa) - Harmonious Movement – Less Effort, More Learning (Feldenkrais) (Room A1.19)	WORKSHOP 4b: Graduates of the PP in Coaching Course (BNU) - Appreciative Coaching	↓	
5.15 – 6.05 (45 mins)		WORKSHOP 5b: ‘At My Best’ demonstration CANCELLED		
6:05 – 6:15 (10 mins)	Closings (MAPP Team & sponsor PP Net/Guild) – Room A2.18/19 – 2 nd floor			



SUNDAY 17th July 2022 (9.15am-5.05pm)

9.00 - 9.15 (15 mins)

Arrival/Reception/Tea & Coffee (Atrium Hall – Ground Floor)

9.15 – 9.35 (15 mins)

MORNING Keynote: *Christian van Nieuwerburgh* (RCSI Dublin, Growth Coaching Internat'l) -
From Surviving to Thriving (2nd floor Room A2.18/19)

PARALLEL SESSIONS

Strand A (1st floor Room A1.07/08)

Chair: Dr Ceri Sims

Strand B (2nd floor Room A2.18/19)

Chair: Dr Matthew Smith

9.35 – 9.55 (15 mins)

Talk 1a: *Corrine Thomas* (BNUa) – Exploring the Psychological Resources Business Analysts Develop for Work Role Adaptability and Resilience

2-part WORKSHOP 1b – PART 1: *Nicola Morgan* (BNUa) – Poetry Therapy Meets PP (**Room A2.17**)

9.55 – 10.15 (15 mins)

Talk 2a: *Gilda Scarfe* (U Penn) – Building Mental Toughness in Education Through Positive Psychology Interventions

Talk 2b: *Urszula Wolski* (BNU) – Patient Behaviour and Social Interaction: Positive Technologies – The Digiatics Project

10.15 – 10.35 (15 mins)

Talk 3a: *Jane Jennison* (ARU) – Positive Psychology Summit: UK

Talk 3b: *Margaret Rioga* (BNU) – Courage in the Face of Fear: A Reflection on the COVID-19 Pandemic

10.35 – 11.05 (25 mins)

SPONSOR Keynote: *Reece Coker* (Positive Psychology Network & Guild) – Anxiety and Courage Through an Autistic Lens (2nd floor Room A2.18/19)

11.05 - 11.25 (20 mins)

BREAK - POSTERS / STALLS / INSTALLATIONS (Atrium Hall – Ground Floor)

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11.25 – 11.45 (15 mins)	Talk 4a: Josef Mattes (BNUa) - Aspects of Flourishing in Modern Psychology and Ancient Philosophies: Flow, Epoche, Wu-wei and Upekkha.	Talk 4b: Sarah Cramoysan (BNU) - It's Not Just Personal! Are the Psychological Well-being Effects of Gratitude Different if There is No Obvious Benefactor?	
11.45 – 12.05 (15 mins)	Talk 5a: Genevieve Cseh (BNU MAPP Co-Course Leader) – Of Night and Light and the Half-light: The Role of Multidimensions of Emotion and Uncertainty Tolerance in Creative Flow	Talk 5b: Piers Worth and/or Matthew Smith (BNU) – PP Post-Pandemic	
12.05-12.35 (30 mins)	CLOSING KEYNOTE: Piers Worth (BNU) - Reflections on 10 Years of the MAPP (2 nd Floor Room A2.18/19)		
12.35 – 1.35 (1 hour)	LUNCH – POSTERS / STALLS / INSTALLATIONS (Atrium Hall – Ground Floor)		
	Strand A (1 st floor Room A1.07/08)	Strand B (2 nd floor Room A2.18/19)	Strand C (1 st floor Room: A1.19)
1.35 – 2.25 (45 mins)	WORKSHOP 1a: Sarah Lewis (ARU) - Taking Positive Psychology to the Workplace	WORKSHOP 2b: Omid Alaei (BNUa) – Meaning-Based Coaching	WORKSHOP 1c: Jackie Wade (BNU) - How to Start Your Own Flourishing Business Post-MAPP Journey - The Vital Ingredients
2.25 – 3.15 (45 mins)	WORKSHOP 2a: Philippa Thomas (UEL) - Off the Beaten Track: How the Lived Experience of Long-Term Travellers Can Help Identify Other Under-Developed Areas of PP Enquiry & Reframe Our Lives	WORKSHOP 3b: Romy Brooks (BNUa) - Layers of Meaning Creative Expression Room A2.17	SHORTER WORKSHOP 2c: Emma Kerins (BNU) - How to Create a Wellness Toolkit to Reduce Stress (30 mins to 3.00)
3.15 – 3:35 (15 mins)	Talk 6a: Kim Furnish & Bryony Shaw (BNUa) - Applied Positive Psychology - The Gift That Just Keeps Giving	2-part WORKSHOP 4b – PART 2: Nicola Morgan (BNUa) – Poetry Therapy Meets PP Room A2.17	SIGN UP AT PP IN COACHING STALL for Sarah Hunt (BNU) - Free Strengths Profile Feedback (2.55 onwards)
3.35 - 3.55 (20 mins)	BREAK - POSTERS / STALLS / INSTALLATIONS (Atrium Hall – Ground Floor)		
3.55 - 4.55 (1 hour)	MAPP BIRTHDAY PARTY! (Room: 1 st Floor Rooms) - Cake, Alumni Flash 'Speeches'/Videos, Disco, and more!		

OTHER PRESENTATIONS ETC:		
<p>STALLS:</p> <ol style="list-style-type: none"> 1. PP Net/Guild 2. Appreciative Coaching (Ceri & PP Coaching Course) 3. Derek Tate 4. Sarah Lewis (ARU) – Workplace PP (<i>note: would like to upgrade to more central location</i>) 5. Deckhive 	<p>POSTERS or DISPLAYS:</p> <ol style="list-style-type: none"> 1. <i>Sumaera Hasan</i> - Analysis and Development of Strengths Constellations Using the LEGO SERIOUS PLAY Method for Application in Personal and Professional Goal Setting. 2. <i>Debbie Perry</i> (BNU) – Visualising Emotional Responses to Music 3. <i>Urszula Wolski</i> (BNU) - Physical Activity, Happiness and Wellbeing Under Lockdown 4. <i>Shelli Norris</i> - My Mixtape of Music Emotions 5. <i>Piers Worth</i> (BNU) - Tailoring Positive Psychology Interventions to a Recipient’s Age: How Individual Needs Change at Different Times of Adult Life 6. <i>Josephine Allan</i> (UEL) - Resilience Enhancing Character Strengths for a Positive Childbirth 7. <i>Romy Brooks</i> – Rewilding & Tree Sculpture 8. <i>Daisy and other Year 1s</i> (BNU) – 10 Positive Emotions Posters 9. <i>Preeti Sumal</i> (BNU) - A Model for Developing Existential Significance in the Workplace: A Systematic Narrative Review 10. <i>Rowena Bracken</i> (BNU) – Strength-Based Coaching Designed to Improve Teacher Wellbeing and Reduce Burnout 	<p>OTHER FESTIVAL ACTIVITIES</p> <ol style="list-style-type: none"> 1. Face Painting (Sunday PM) 2. Disco! (DJ Sims & The Gang ;-) 3. ‘The Sea’ Nature/Meditation/Quiet Room - <i>Daisy Forster/Genevieve Cseh</i> (BNU) - (Room A1.29) 4. Songs by Hope (<i>Sat Lunchtime</i>)

Abstracts

SATURDAY

OPENING KEYNOTE: *Yannick Jacob (School of Positive Transformation) –*

Towards a Unified Theory of Positive Psychology Coaching? Lessons Learned About Integration

None provided.

STRAND A (Room A1.07/08 - 1st floor)

Talk Ia: Ruth Cooper-Dickson & Hanna Kampman (UEL) - Exploring the Experiences of Coaches Working on the Edge: Trauma, Post-Traumatic Growth, and Coaching

Background: Coaching has traditionally been a way to facilitate peak performance and wellbeing in individuals. However, it is slowly recognised that many clients entering the coaching realm are also going through highly challenging life situations, even trauma. Therefore, a coach may find themselves regularly working with individuals who are trying to navigate life after traumatic incidences. Aims: Explore the experiences of coaches who identify as having worked with individuals who are navigating a personal trauma(s) and how if at all, the coaching has facilitated positive transformation in their clients. Method: Ten coaching practitioners were interviewed using a semi-structured interview schedule. Transcribed interviews were analysed using Reflexive Thematic Analysis (Braun and Clarke, 2019). 492 codes were listed from the data and through an inductive analysis the themes were identified. Results: Provide three overarching themes which reflect the experiences of coaches working on the edge: the complexities of life, ethics and safeguarding and the transformation of the client. The themes illuminate the high prevalence of trauma within coaching clients as well as how the coaching relationship can potentially facilitate both the process and outcomes of growth in clients.

Conclusion: The results have significant implications for both research and practise. Coaching practitioners are not automatically trained as qualified mental health professionals, therefore, there is an urgent requirement to recognise the need for safeguarding both the coach and client. The authors suggest a preliminary framework for starting the conversation around providing a standard professional ethical guidelines, trauma-informed training and support for coaches.

STRAND B (Room A2.18/19 – 2nd floor)

Talk Ib: Ruth Howard (BNUa) - Disseminating Positive Psychology Research and Practice: Storytelling to Promote Understanding of Neurodiversity and Inclusion

To bridge the gap between research knowledge and the public, academics have been encouraged to disseminate knowledge through non-traditional means, such as social media. There is opportunity to share knowledge directly with people who may benefit through storytelling. Sharing stories or narratives to educate, entertain, preserve culture, or instil morals, has been an activity undertaken by humans for hundreds of thousands of years. This presentation will show how narrative children's literature has been used to disseminate research findings and positive psychology practices directly to autistic children and their families. The Boy with the Dinosaur Egg: An Autistic Journey Through Childhood, is a true-life story that describes the ups and downs of an autistic childhood. It is a tale of adversity, resilience and of the realisation of aspirations. The story aims to challenge people's perceptions and common myths about autism whilst offering a strengths-based approach to support neurodiverse children. For adults and older children, footnotes offer an understanding of why The Boy may react as he does. Alongside this, insights into two new theories of autism: The Enhanced Threat Detect and React Hypothesis of Autism, an Evolutionary Perspective, and Autistic Development Theory, a complex systems approach to understanding autistic development, are shared with the reader. The story becomes more complex and nuanced as The Boy journeys through his life and begins to reach his potential. The presentation will move on to share feedback from neurodiverse children and their families and share ideas for future publications in the planned series of children's books.

Talk 2a: Kimberley Wakefield (BNUa) - From Ashes to Beauty: An Autoethnographic Account of Post-Traumatic Growth & its Impact in a Post-Pandemic World

Globally we have gone through a devastating event with an estimated loss of life by the World Health Organization of 15 million people in the last 2 years related to this pandemic. This has unquestionably caused trauma, distress and displacement not just from the loss of life but also from the significant steps needed to curtail this devastating virus and the fear and isolation they caused. When I finished my autoethnographic account of posttraumatic growth (PTG), I had no idea how vital this concept would become. I examined PTG through my own personal experience of growth and triumph through two very different types of traumas. This intimate, honest and personal exploration examines how the nature of each of these traumas intersected and differed with the academic research and models on this concept. An argument is made for us to reimagine how we see PTG, putting an emphasis more on the aftermath of trauma and viewing it as a mindset or journey rather than a set destination. Including looking at other elements such as the role of closure and building a bias for action. An underlying theme of this work is the relationship between stress and growth, or the dark and light sides of one's cognitive and emotional life with an argument for the usefulness of both elements. The flexibility required for an integrated flow through both sides of the stress/growth continuum enhances one's ability to truly harness the elements of trauma that allow for transformational growth. Ultimately PTG now deserves centre stage of models and mindsets in the field of Positive Psychology.

Talk 3a: Sarah Monk (BNU) – The Long-Term Effects of Mindful Self-Compassion Training: A Qualitative Study

Research indicates having compassion for oneself and others is associated with well-being. Evaluation of training programmes to promote these qualities has primarily used self-report measures to assess outcomes with little follow-up of ongoing effects. This project qualitatively examined the experiences of six community adults who had undertaken Mindful Self-Compassion (MSC) training a minimum of six months prior to the study. Semi-structured interviews were conducted to understand the long-term effects of the programme for this constrained group. Thematic analysis of interview transcripts was used to identify patterns of meaning from the data. Participants described MSC training as having long-term positive effects on their well-being. Three main themes were developed.

Talk 2b: Lee Silver (BNUa) - A Framework of PPIs to Aid Enhancing the Potential of Adults with Dyslexia to Thrive

Much of the focus around dyslexia, and its definitions, research and identity within society, has been fixated on associated issues, weaknesses, and consequent negative framing as a disability. Building on a systematic integrative review identifying markers for success in adults with dyslexia, a framework of positive psychology interventions has been proposed aiming at achieving optimal functioning for this group. Dyslexia learning characteristics could indicate leaving school is not a threshold for stopping formal learning, more a trigger for integrating and synthesising learnt experiences. Consequently, to optimise outcomes the proposals in this talk are focused on developing the adult community. By replacing the prefix 'dys' - difficulty - with 'uls' - more than - a label is suggested, re-framing the disorder 'dyslexia' to a different 'ulslexia', or more than words. The resultant ulslexia framework is a set of positive psychology interventions, drawing on the findings of the systematic integrative review, for the purpose of enhancing the potential of adults with dyslexia to thrive.

Talk 3b: Mary Mosoeunyane (BNUa) - Critical Race Theory: Tool for Race-Dialogue in Changing the Landscape of 3rd Wave PP

In the wake of Covid 19, the pandemic highlighted the long standing social and economic inequalities. The disparities saw many movements tackling the reality of racism and its impact on communities, especially minoritized groups. The purpose of this presentation is to explore Critical Race Theory (CRT) as a theoretical framework for studying race and racism across a range of disciplines, such as social sciences, psychology, education, and leadership. To highlight the ways in which CRT can be used as a tool for encouraging dialogue (calling-in) without judgement. It is to highlight how Positive Psychology (PP) like general psychology reflects the make-up of society which is still underdeveloped or under-represented (does not include the 'other'). The 'other' only included in pathologized narratives. A

<p>1) Contextual Factors: highlighted the importance of past experiences, motivations and individual responses people bring to training plus the wider cultural influences.</p> <p>2) An Unexpected Journey: Describes the experience of developing self-compassion as an emotional, difficult, long, surprising and ongoing journey which ultimately reaps rewards for well-being, but requires engagement and persistence.</p> <p>3) Changed ways of relating: The long-term effects of developing self-compassion are characterised by changed ‘in the moment’ ways of relating to self, others and the world, supported by personally preferred ongoing practices. These are described as underpinned by psychological mechanisms of mindful awareness, acceptance, permission and perspective resulting in better management of negative emotions and increased positive experiences. Potential implications for the training of MSC include: taking account of personal circumstances; ensuring sufficient support for those who encounter difficult emotions; following-up those who drop out of training or research; and finding ways to facilitate ongoing engagement following training. Areas for future research highlighted include longitudinal studies using quantitative and qualitative approaches to complement one another in understanding how compassion processes develop over time plus further investigation of the relationship between mindfulness and self-compassion mechanisms.</p>	<p>perpetuation of how culturally ‘other’ has not been named or seen which can be seen as ‘grief’. How may CRT sit within the 3rd wave PP: multiple methods and multidisciplinary efforts in considering contribution of the ‘other’. CRT offers a radical lens for considering effective ways of challenging racial inequality (an atrocity) by understanding the nature of daily racism. Bringing to the conscience of people who are blinded by myths of; colour-blindness, post-racial society, meritocracy, etc. Especially that UK’s society is much more ‘silent’ on matters of race/racism. Efforts of anti-racism are often misinterpreted as extreme political ideology (looney left). In the wake of Stephen Lawrence killing (Macpherson, 1999 inquiry), society was still divided in acknowledging acts of racist attack and criminalisation. Laws unfortunately do not necessarily change people’s attitudes and behaviours unless there is an appreciation and understanding that racist acts kill us all, and that ‘silence’ is lethal. I will discuss 3 of the key tenets/principles. Principles includes, Voices of BAME (centre storytelling), Centrality of racism, Intersectionality, Racial subordination through normalisation of white privilege, and Interest Convergence.</p>
<p>Talk 4a: Derek Tate (BNUa) - Mindful Ascending for Flowing Descending: Can Teaching Alpine Ski Instructors Mindfulness Strategies Foster More Flow Experiences on the Slopes?</p> <p>The link between mindfulness, flow and performance in sport has become a popular area for research. This study looked at whether a mindfulness intervention, targeting ski-lift riding time, could foster more flow experiences with alpine ski instructors. A mixed methods design was used to assess the effects of the intervention on flow and particularly the dimension of focused attention. 10 ski instructors were recruited for phase 1 of the study, which was a quasi-experimental repeated measures comparison of Dispositional Flow Scale scores (DFS-2) before and after the mindfulness intervention. Results showed a significant difference between time 1 and time 2 scores in the hypothesised direction both for overall flow and the dimension of focused attention. Phase 2 was comprised of semi-structured interviews with 5 of the same ski instructors from Phase 1. Data were then analysed for themes using a combination of deductive and inductive analysis. 6 themes emerged from the data with the participants’ perception of improving their focused attention skills being positive. Major findings from the</p>	<p>Talk 4b: Sue Roberts Taylor (BNUa) – Visibly Flourishing: The Role of Positive Psychology in the Wellbeing of People with a Visible Difference of Appearance</p> <p>What happens to people who look different from others, in a society where appearance can matter? Having a visible difference of appearance in society is defined as; “any kind of condition, whether congenital or acquired that can leave an individual with an altered appearance (e.g. skin conditions, burns, scarring, or craniofacial abnormalities)” (Norman & Moss, 2015, p.1). Research demonstrates evidence of social anxiety, shame, stigma, fear of rejection and challenges in social relationships suffered by people with a visible difference (Hotton et al., 2020; Pasterfield et al., 2019; Shah et al., 2014; Sharratt et al., 2019; Singh & Moss, 2015; Thompson et al., 2020; Timms, 2013). However, that is not the only story. Is it possible to have a visible difference, and flourish? This study conducted a narrative review and thematic analysis of the literature of the psychology of visible difference of appearance, focussing on:</p> <p>1. The psychological, psychosocial, and behavioural impacts of being visibly different.</p>

<p>combined study included; increased flow experiences, that the skill of attention can be trained, and that the quality of attention experienced by participants was both effortful and effortless. Following the results, a new 10-dimension Fluctuating Attention model of Flow is proposed. Future studies should use mindfulness strategies with snow sport instructors training for their next level of certification and build on the aforementioned model of flow to examine whether the type of attention being experienced by participants is effortful or/and effortless.</p>	<p>2. The key experiences, factors, and psychological models for positive adjustment 3. Interventions, and the role of positive psychology in these 4. Recommendations for a population specific intervention.</p> <p>The study produced 5 themes: hope and possibility, narrative as intervention, 2nd wave integration, self as resource, and visibly flourishing. The themes produced a blueprint for a ‘best possible self’ writing exercise, for further research and development. Agency, authenticity, and acceptance are within narratives of positive adjustment, and there may be positive spirals created through acceptance, growth, and social connection. The factors for positive adjustment for the population are very similar to models of flourishing in positive psychology, when compared. The implication, for discussion, is that positive psychology interventions may be very significant for the mental health and wellbeing of people with a visible difference of appearance, creating visibly flourishing.</p>
<p>WORKSHOP 1a: Anna Hatchard & Jane Dennis (BNUa) – Laughter Yoga & Inclusion (Room A1.19)</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> - Understanding laughter’s role in connection - Introduction to the use of laughter to disrupt hierarchy - Exploring laughter as a tool to build psychological safety <p>Background: Anna and Jane are both MAPP graduates with extensive healthcare, entrepreneurial, learning and development, and corporate wellbeing experience.</p> <p>Content: This presentation will cover laughter as an evolutionary development in human communication, its role as a social emotion, and its power in forging and strengthening connection. There will be an exploration of laughter as a behaviour which may be used to disrupt hierarchy, cross cultural boundaries, and build an atmosphere of psychological safety.</p>	<p>WORKSHOP 1b: Sumaera Hasan (BNU) - Playing with Strengths Using the Lego Serious Play Methodology (Room A2.17)</p> <p>With the creation of positive psychology as a discipline, strengths have been a part of the very beginning of this journey (Peterson & Seligman, 2004). The embryonic stage of the discipline and the focus of strengths was very much focused on developing a language for strengths and strengths use (Linley, 2006), the biggest of these studies being conducted across cultures leading to the values in action (VIA) character strengths (Park et al., 2006). As strengths have become more integrated into our vernacular, there has been a requirement to coach and mentor strengths through practical means, encouraging their regular use and development. This has led to a development of various assessments and tools currently in existence being applied in various scenarios across work, education and personal. One such tool which employs a sense of creativity is to use the Lego Serious Play methodology to explore strengths in a coaching or group workshop session. The Lego Serious Play method (Kristiansen & Rasmussen, 2014) was originally developed in a corporate environment to facilitate problem solving and finding new ways to solutions. This technique has made its way into the field of positive psychology both in terms of training to facilitate workshops (Babs & Boniwell, 2016) and in coaching sessions (Quinn et al., 2021).The aim of this workshop will be to encourage participants to experience exploring their strengths using Lego bricks with the guidance of a facilitator. This will involve taking a group through a series of warm-up exercises, before going deeper into uncovering personal strengths and creating models that represent what is held in their mind concerning how participant’s use their</p>

	<p>strengths when they are at their best. Bringing these models to life could potentially provide a different perspective for further exploration on the value of one's own strengths.</p>
<p>Talk 5a: Nikki Ayles (BNUa) - Nature Nurture: Sensory Engagement as a Pathway to Nature Connectedness and Ultimate Wellbeing</p> <p>A growing body of research supports the power of nature for improving flourishing - both physical and psychological wellbeing - with 'nature connectedness' emerging as a construct of particular interest. A number of key studies have begun to explore effective pathways to achieving nature connectedness and of these, active engagement through the senses shows promise. How to leverage such insights to create an evidence-based Positive Psychology Intervention (PPI) remains an intriguing question. From an individual differences perspective, there are opportunities to deepen understanding of the underlying mechanics of sensory engagement-for-nature-connectedness in practice. Research is proposed to explore the experience of sensory engagement across different natural settings, as well as to investigate the role of psychological states as potential moderators to intervention effectiveness.</p>	<p>Talk 5b: Dan Collinson (BNU) – Does Strengths-Based Leadership Stimulate Employee Intrinsic Motivation?</p> <p>The presentation will cover the area of research I am passionate about and the reasoning for carrying out a PhD, including how it can support the work of the Centre for Positive Psychology at BNU. An exploration of how the hypothesis has evolved and the proposed study on strengths-based leadership and its ability to stimulate intrinsic motivation of employees. Progress to date will be discussed, including a draft literature review on strengths, strengths assessments, an overview of leadership theories and how the proposed research can expand on existing relevant research. Initial ideas for the project design will be considered and explained. The initial project design ideas will include the development of a strengths-based leadership programme and potential project participants. Discussion of expected outcomes and potential impact of the research for leaders, employees and organisations. Conclusion will consider the next steps of the study</p>
<p>CANCELLED: Film (6a): Heather Grant (BNU) – Wild Garlic Hunting and Other Ways to Savour Nature</p> <p>The film will be a 15 minute short based on my Masters in Applied Positive Psychology assignments on Savouring Nature. It is increasingly being recognised that being in nature can enhance a person's mental health and contribute significantly to their overall wellbeing. There are many studies that confirm that exposure to nature can have a stress-reducing effect. My project looked at savouring nature, which goes beyond the idea of simply noticing and actively enhances the experience of being in nature. When people savour, they attend, appreciate and enhance the positive experience of being in nature. Tips for savouring nature will be included and innovative ways to record experiences for future savouring. The film will include some footage of Pensford Field, the headquarters of the Dose of Nature charity and an interview with Dr Alison Greenwood, founder and lead psychologist for the charity. She will discuss why she set up the charity, how it works and talk about some of the major studies demonstrating the benefits of being in nature</p>	<p>Talk 6b: Ceri Sims (BNU MAPP Co-Course Leader) – Pupil Leadership Identity in a Secondary School</p> <p>None provided.</p>

STRAND A	STRAND B	STRAND C	STRAND D
<p>WORKSHOP 2a: Romy Brooks & Nicola Morgan (BNUa) - Positive Play Keeps the Doctor at Bay! (Improv Drama) (Room A2.17)</p> <p>Exploring curiosity, playfulness and creativity through the medium of improvisation....and possibly using a little courage to kick-start the process! A drama workshop using play and improvisation to engage and connect the individual to self and other, promoting the benefits of such positive psychology topics as emotional agility and awareness, curiosity, humour, creativity and relatedness. Inviting participants to get out of their heads and into their bodies to enjoy some warm-up games, some improvised scenarios and fun! After two years of research, data, qualitative interviews and participation from 300 people, an all-party parliamentary group on Arts, Health and Well-Being compiled a report that shows the significant contribution arts-based approaches can have on the well-being, recovery and the quality of life of participants. HCPC already accredit Arts Therapies which have been evidenced to support the reduction of anxiety, depression and stress and increase levels of resilience and well-being.</p> <p>Participatory Arts programmes have been shown to increase engagement in physical activity, social cohesion, to have a greater sense of well-being and to improve the cognitive, emotional, linguistic and social development of children. (Creative Health: The Arts for Health and Well-Being, July 2017. All-Party Parliamentary Group on Arts, Health and Well-Being Inquiry) It may be suggested that creative arts is positive psychology in motion.</p>	<p>WORKSHOP 2b: Dan Collinson (BNU) – Put Your Strengths to Work</p> <p><i>None provided.</i></p>	<p>WORKSHOP 1c: Anya Pearce (BNU) - Positively Impacting Ourselves to Positively Impact Others</p> <p><i>(Please note: you are requested to please wear a mask in this workshop due to the presenter being immunocompromised – she will provide one if you do not have one)</i></p> <p>As the co-facilitator of The Museum of Happiness’s Facilitator Training, Anya Pearce regularly encounters big-hearted people who want to make a positive difference in the world - and who struggle to give themselves the same care and attention they give to others. As an active member of The Happy Startup School community - a home to purpose-led entrepreneurs, practitioners, and change makers - she’s noticed a similar desire and struggle with both impact and personal well-being. But what if looking after ourselves both ameliorated our fears and self-doubts AND optimised our professional abilities, inviting regeneration rather than depletion? Can our presence create effortless impact beyond any prescribed interventions? In this gently experiential workshop, Anya will bring together neurobiology and Acceptance and Commitment Training to:</p> <ul style="list-style-type: none"> • Suggest future work trends, and our potential place within them • Explore using ourselves as “instruments” via Organisational Development research • Guide attendees through a series of ACT exercises to “loosen up” and encourage more “psychological flexibility” in accessing self-care and self-compassion • Introduce her own Polyvagal Habitats psychoeducation model 	<p>SIGN UP AT PP IN COACHING STALL FOR Sarah Hunt (BNU) - Free Strengths Profile Feedback (2.25 onwards)</p> <p><i>None provided.</i></p>

		<p>You will leave with new tools and the permission to impact yourself as lovingly as you wish to impact others. <i>Please bring a pen and paper!</i></p> <p><i>About your Speaker:</i> Anya has reframed her 16 years of disability through chronic illness into a spiritual path, combining a researcher's curiosity, a poet's turn of phrase, and a comic's sense of timing to explore and share positive psychology and self-compassion with others.</p>	
<p>WORKSHOP 3a: <i>Siobhan Connolly-Hogan (BNUa) – Befriending Your Inner Critic (Room A1.30)</i></p> <p>This interactive workshop will be light-hearted and reflective and will include:</p> <ul style="list-style-type: none"> • An introductory talk about self-doubt, self-esteem, self-confidence, automatic negative thoughts, imposter syndrome, inner critic, etc. • Introduce Siobhan's inner critic 'Icky' and how through the MAPP assignments she came about, and encourage everyone to give their own inner critic a name. • A mindful-reflective meditation to: <ul style="list-style-type: none"> ○ Examine if the inner critic has an important protective role. ○ Use self-compassion to befriend the inner critic. ○ Ending with a Loving Kindness meditation where compassion and love are extended to the inner critic. 	<p>WORKSHOP 3b: <i>Ceri Sims & Nikki Ayles (BNU) – Coaching Outdoors (Please bring suitable footwear/clothing)</i></p> <p><i>None provided.</i></p>	<p>(LONG) WORKSHOP 2c (Room (3.35 – 6:05): Kate McAllister (BNU) – Appreciative Inquiry Taster (Room A2.17 – 2nd Floor)</p> <p>This practical introduction gives participants an experience of a hands-on AI session around your chosen topic, and the tools and formats they need to start using Appreciative Inquiry in the workplace. The hand-outs contain additional information about implementation and facilitation tips, and there is opportunity for discussion and questions throughout the session to enable participants to discover how to relate AI to their own work projects and issues, so as to get the maximum value from the session. • Why Appreciative Inquiry? • The 3 assumptions underpinning Appreciative Inquiry • Using the '5-D' model for positive change • How to define successful 'affirmative topics' • Experiencing a practical, hands-on Appreciative Inquiry session around one of your chosen topics • The Discovery stage - uncovering stories about what works • Secrets of successful appreciative interviews • The Dream stage - building a future vision on firm foundations • The Design stage - organising to bring the Dream into reality • The Delivery stage - building appreciative learning into action planning • Practical tips about how to facilitate a large scale engagement event.</p>	

<p>WORKSHOP 4a: <i>Josef Mattes (BNUa) - Harmonious Movement – Less Effort, More Learning (Feldenkrais) (Room A1.19) – Please note: if you have one, bring a yoga mat</i></p> <p><i>Josef will guide a Feldenkrais movement lesson, and explain its interpretation in positive psychology terms.</i></p>	<p>WORKSHOP 4b: <i>Graduates of the PP in Coaching Course (BNU) - Appreciative Coaching</i></p> <p><i>None provided.</i></p>	<p><i>Kate McAllister Appreciate Inquiry Taster (continued)</i></p>	
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SUNDAY

MORNING Keynote: *Christian van Nieuwerburgh* (RCSI Dublin, Growth Coaching Internat'l) -
From Surviving to Thriving (2nd floor Room A2.18/19)

None provided.

STRAND A

(1st floor Room A1.07/08)

Talk 1a: *Corrine Thomas* (BNUa) – **Exploring the Psychological Resources Business Analysts Develop for Work Role Adaptability and Resilience**

This presentation will give an overview of a study that explored the psychological resources experienced business analysts have developed to enable them to adapt and be resilient as they progress through their careers. The business analysis profession is relatively new and is increasing in prominence due to the challenges that volatility, uncertainty and the fourth industrial revolution bring to the workplace. Within this environment, individuals must take ownership for, and direct their own careers, and in the case of business analysts, continually work to raise awareness of the value they bring to organisational change. Experienced business analysts were interviewed, and an inductive thematic analysis was completed to build an understanding of career adaptability and resilience and explore how these contribute to career management. The key themes from the analysis were the impact of the working environment on career progression, commitment to personal growth, connection with support networks, building relationships, and staying goal focused. It was discovered that within the often changing working environment it was important for the business analysts to take ownership for their careers, stay motivated, and have the confidence to negotiate changes. High levels of self-awareness along with the ability to manage emotions whilst at work played an important role in the business analysts' ability to adapt to changes as their working environment evolved. There were indications that the dimensions of career adaptability (concern, control, confidence, and curiosity) described by Savickas played a role in the resilience of the business analysts, although it was difficult to distinguish between adaptability and resilience when the

STRAND B

(2nd floor Room A2.18/19)

WORKSHOP 1b – PART 1 *Nicola Morgan* (BNUa) – **Poetry Therapy Meets PP** (Room A2.17) *(continued in Part 2 later in the day)*

(No abstract provided, but will be an opportunity to explore PP through the medium of poetry)

<p>business analysts spoke about handling challenges at work. An adapting response is proposed in which the career adaptability resources were important.</p>	
<p>Talk 2a: <i>Gilda Scarfe</i> (U Penn) – Building Mental Toughness in Education Through Positive Psychology Interventions</p> <p>Wellbeing and resilience are vital to developing methodical problem-solving skills, building and maintaining interpersonal relationships and realistic goal setting, all of which greatly enhance students ability to perform and contribute meaningfully in daily life. Mental toughness is a broad term which embraces a range of positive psychological characteristics crucial to the success of learning and academic progress, as well as forming the foundation of personal wellbeing and positive mental health. In this presentation, we explore the concept of mental toughness as found in secondary school students. We examine the elements of mental toughness and positive psychological, concluding the ‘mental toughness’ is a generic term embracing ‘emotional resilience’, ‘mental toughness’ and ‘intellectual courage’, whilst psychological wellbeing is a looser term, embracing a range of ‘soft skills’, which are more dependent on a student social and cultural context, as well as his academic preferences and career aspirations. We go on to test the hypothesis that mental toughness and positive psychology form the foundations which allow for the development of cognitive and academic skills and so consider the relationship between mental toughness and academic success. The research reaches the unsurprising, but nevertheless, important, conclusion that emotionally and mentally tough students are able to maintain high levels of commitment and confidence whilst navigating challenges, leading to a combination of better psychological wellbeing and greater academic progress. Our findings suggest students in secondary school benefit from a ‘mental toughness advantage’, identifying a field of study which deserves further research.</p>	<p>Talk 2b: <i>Urszula Wolski</i> (BNU) – Patient Behaviour and Social Interaction: Positive Technologies – The Digiatics Project</p> <p>Since 1999 Health Policy in England has promoted ‘self-care support’ to reduce costs and improve patient quality of life (UK Department of Health [UKDH], 1999). However, the UK lacks a single digital infrastructure through which patients may access personalised NHS-accredited support programs. Consequently, available support services are often underutilised while, conversely, core NHS services remain overstretched, an issue severely compounded in 2020-21 by the impact of the Covid-19 pandemic. The UK’s Digiatics W:ISH (Wellness Interactive Support Hub), a partly social media-based IT platform offers one response to this challenge. Using a longitudinal, mixed methods approach, this research focuses on the W:ISH effects among the most vulnerable population segments (65+) and aims to identify: To what extent, and with what degree of cost-effectiveness, positive technologies, i.e., social interaction technologies and digital media moderate patient behaviour (e.g., medication self-management, physical fitness regime) towards desired health outcomes (e.g., mitigating and reducing the incidence/scale of obesity)? Key findings from the Digiatics Project will be presented at the Symposium.</p>
<p>Talk 3a: <i>Jane Jennison</i> (ARU) – Positive Psychology Summit: UK</p> <p>To introduce the PPSummit:UK and its themes. To call for speakers/workshops/delegates.</p>	<p>Talk 3b: <i>Margaret Rioga</i> (BNU) – Courage in the Face of Fear: A Reflection on the COVID-19 Pandemic</p> <p>The COVID-19 pandemics affected all of us in different ways and we all learned to live in a world that looked similar but was very different. For the keyworkers it was a time of action but also a time of fear particularly during the first pandemic when COVID-19 was a mystery and there were no vaccinations. In partnership with a local healthcare provider, a group of colleagues got together to reflect on their experiences and published a book titled, ‘Living with Fear, Reflections on the</p>

	<p>Covid-19'. In this presentation, I will be sharing my Chapter titled, Courage in the Face of Fear which explores courage and how the emotion of fear can trigger acts of courage and through this support not only ourselves but the whole community.</p>
<p style="text-align: center;">SPONSOR Keynote: Reece Coker (Positive Psychology Network & Guild) – Anxiety and Courage Through an Autistic Lens (2nd floor Room A2.18/19)</p> <p>Reece talks about the experience of anxiety, moments of courage, finding the authentic self and engaging strengths through an autistic lens (as an autistic individual), within the method of evocative and artful autoethnography. Anxiety for many neurodivergent individuals is a constant travelling companion as we move through life. Reece considers courage as a salve, an antidote, a shield against fear - and a compass to orient towards hope...</p>	
<p style="text-align: center;">STRAND A (1st floor Room A1.07/08) Chair: Dr Ceri Sims</p>	<p style="text-align: center;">STRAND B (2nd floor Room A2.18/19) Chair: Dr Matthew Smith</p>
<p>Talk 4a: Josef Mattes (BNUa) - Aspects of Flourishing in Modern Psychology and Ancient Philosophies: Flow, Epoche, Wu-wei and Upekkha.</p> <p>Both humanistic and '3rd wave' cognitive-behavioural psychotherapies aim beyond mere symptom reduction at human wellbeing, and both are partly based on ideas from classical philosophies (Buddhist, Daoist, Stoic). In this talk I describe recent research of mine on the relationship between Flow and Daoism (and Aristotelianism), as well as on the relationship between third wave CBT and the Hellenistic philosopher Pyrrho, and show how these connections are relevant to positive psychology.</p>	<p>Talk 4b: Sarah Cramoysan (BNU) - It's Not Just Personal! Are the Psychological Well-being Effects of Gratitude Different if There is No Obvious Benefactor?</p> <p>This presentation is based upon my Master's dissertation at BNU. Previous explorations of gratitude have often used a narrow interpersonal definition of gratitude, that it is an emotion evoked in response to receiving a 'gift' from a benign benefactor. For my dissertation I ran an exploratory mixed-methods study which sought to investigate the differential effects of two 'types' of gratitude in a gratitude journaling exercise. Participants were randomly assigned to one of two conditions - journaling about experiences of gratitude attributed to a specific person/group of people (personalised), or gratitude not attributed to a person(s) (generalised). Participants journaled daily for a week about three things they were grateful for. At the start and end of the week, participants completed measures of overall psychological well-being (PWB), the 'positive relationships with others' subscale of PWB, and optimism. Results showed an increase in optimism and PWB overall in both groups, but no differential effects between the two 'types' of gratitude. Qualitative analysis based on post-intervention answers to three open-ended text questions indicated that participants did not necessarily see gratitude as restricted to a narrow 'personalised' definition, adding weight to the theory that an overarching concept of gratitude is not necessarily always in relation to a specific,</p>

	personalised benefactor. It is argued that the definition of gratitude should be broadened; this is explored in relation to the similar concept of appreciation.
<p>Talk 5a: <i>Genevieve Cseh</i> (BNU MAPP Co-Course Leader) – Of Night and Light and the Half-Light: The Role of Multidimensions of Emotion and Uncertainty Tolerance in Creative Flow</p> <p>There is a long and convoluted history of psychologists trying to understand the relationship between emotion/affect and creativity, mostly centred on a rather limited focus on ‘positive’ versus ‘negative’ affect, which has yielded confusing results. Similarly, the relationship between emotion and a peak state of intense absorption often experienced during (and often claimed as a motivator for) the creative process – <i>flow</i> – is also unclear. Both creativity and flow are paradoxical and ambiguous phenomena, including in their relation to emotional antecedents, subjective experience, and outcomes. This review explores dimensions of emotion beyond the positive-negative divide, the complexity and dialectics of emotion as potentially mixed and contradictory and argues that this is related closely to the ambiguity and uncertainty inherent in creativity and flow. It is proposed that certain categories of emotions – self-related, time-related, and epistemic – are especially important emotional groupings in these contexts. How regulation of these emotions and attitudes toward ambiguity and uncertainty are handled may play significant roles in enabling creative flow.</p>	<p>Talk 5b: <i>Piers Worth</i> and/or <i>Matthew Smith</i> (BNU) – PP Post-Pandemic</p> <p>This presentation and accompanying article seeks to summarise:</p> <ul style="list-style-type: none"> - Themes of Covid impact seen in the UK (which we believe are likely to be replicated elsewhere). It is notable that this includes themes detected during the pandemic and those seen as enduring after-effects as the pandemic moves towards becoming endemic. - The tour de force work of Waters et al. (2020) which offers a detailed review of research and potential contributions of PP in the context of the pandemic. - How we suggest their work can be summarised into a succinct model. - A proposal from us on how a specific PP ‘model’ and four part intervention might touch and support the daily lives of individuals, helping themselves and in turn resourcing them to help others. The information on the pandemic and the circumstances as we emerge from it have been identified through: <ul style="list-style-type: none"> - BBC News web pages - The Guardian news paper. - Institutional research reports, E.g. The Princes Trust, The Resolution Foundation and many others. <p>This involved an estimated 1.5k documents. Thematic analysis (E.g. Braun and Clarke 2006), has been used as the means to draw out patterns in information. A proposal of a four topic PP intervention is made based on the thematic analysis of the above data. A written summary of this presentation will be available in draft article format.</p>
<p>CLOSING KEYNOTE: <i>Piers Worth</i> (BNU) - Reflections on 10 Years of the MAPP (2nd Floor Room A2.18/19)</p> <p><i>None provided.</i></p>	

<p style="text-align: center;">Strand A (1st floor Room A1.07/08)</p>	<p style="text-align: center;">Strand B (2nd floor Room A2.18/19)</p>	<p style="text-align: center;">Strand C (1st floor Room: A1.19)</p>
<p>WORKSHOP 1a: Sarah Lewis (ARU) - Taking Positive Psychology into the Workplace</p> <p>This highly interactive workshop will introduce three activities that can be used in a variety of organisational settings and for a number of commonly encountered challenges such as teambuilding, coaching, organizational development and training events, to bring positive psychology into the workplace. They are also useful in more therapeutic or educational environments. They are easy to implement and are highly versatile their application and range depending only on the facilitator, coach or consultant’s imagination and creativity. Exercise one will be <i>Discovering strengths through Appreciative Interviews</i>. Combining the power of an appreciative inquiry discovery interview with the use of strengths cards to aid strengths-spotting, this exercise reveals strengths and develops strength-spotting skills, while also creating positive affect and revealing personal values. Exercise two will be <i>The Happiness at Work Game</i>. This card game presents everyday workplace dilemmas and a range of possible interventions based on good positive psychology research. While thoroughly grounded in the science, it uses plain English to get the ideas across, and is a fun game. The skill of the facilitator is to draw out the learning in the game for the benefit of group members. Exercise three will be <i>Tell Your Story</i>. Using a specifically designed pack of cards, participants will be encouraged to create a pictorial story. Word-free, these cards can be used in any language and with non-verbal clients. They will be encouraged, by colleagues using the remaining cards, to extend or reframe the story to create a positive account of the past, present or future. They can also be</p>	<p>WORKSHOP 2b: Omid Alaei (BNUa) – Meaning-Based Coaching</p> <p>Meaning-Based Coaching (MBC) is a coaching approach rooted in unlocking (finding and creating) meaning in life and attaining meaningful goals using Positive Psychology Interventions. MBC is built on the theory of meaning in life by Martela & Steger (2016). "Success circuit" is a practical model to identify and practice your strengths, talents and skills toward personal goals in life and could be used as an applied tool for coaches and practitioners. During the interactional presentation, the audience will practice the model step-by-step defining their passions, strengths, talents and values and could design their own success pathway. MBC aims to help the client live purposeful and valued life through goal setting and achievement by using theories and tools based on the science of Positive Psychology. It's assumed that being on purpose is a life skill and could be developed. The Success Circuit Model clarifies the zone of greatness which is the overlap of Strengths (Intrinsic motivators) and Talents (extrinsic motivators). The "Success Circuit" is designed based on the following studies and research: Character Strengths: Peterson, C. & Seligman, M. (2004), Strength Finder: Rath, T. (2007), Passion: Robert J. Vallerand (2015), Grit: Duckworth, Angela (2016), Flow: Csikszentmihalyi, Mihaly (1990), Meaning: Frank Martela & Michael F.Steger (2016)</p>	<p>WORKSHOP 1c: Jackie Wade (BNU) - How to Start Your Own Flourishing Business Post-MAPP Journey - The Vital Ingredients</p> <p>Ideas abound during and post MAPP - this life changing experience can lead to a major life decision to leave your current career path and start your own business or “hero’s journey”! You are full of hopes and dreams, wishes and expectations and maybe also some inner critic or demons holding you back from taking this leap of faith. It is of course possible, loads of others have gone down this path with more or less success, and of course how do you define success – what’s your ultimate vision of a thriving business? Can you approach this with maximum chance of success? What are the critical elements to setting up and growing a successful and thriving business? How can your learning so far help you along the way? This workshop aims to explore how the Hero’s Journey and other positive psychology interventions might support your entrepreneurial journey, also considering some practical start-up tips and hints to minimise the pitfalls along the way. As well as being a MAPP student with her own plans to launch a new business, the presenter Jackie Wade, started and successfully ran her own business training, coaching and consultancy business for over twenty years and has worked as entrepreneur’s adviser to start-ups at Newcastle University for six years. She is curious to explore how positive psychology interventions can be applied to support the entrepreneur on their journey. Her presentation (or workshop) aims to</p>

<p>used for Team development and in Appreciative Inquiry. It is anticipated that the three exercises will be run in parallel, with everyone coming together at the end to share learning, insights and thoughts about how these exercises help bring positive psychology to the workplace.</p>		<p>consider this and present some practical tips to any would-be entrepreneur approaching setting up a business for the first time.</p>
<p>WORKSHOP 2a: <i>Philippa Thomas (UEL) - Off the Beaten Track: How the Lived Experience of Long-Term Travellers Can Help Identify Other Under-Developed Areas of PP Enquiry & Reframe Our Lives</i></p> <p>As Positive Psychology develops, so more areas come under the spotlight as ripe for research through the lens of PP concepts such as psychological wellbeing, self-determination, and meaning and purpose in life. The starting point for this workshop is a short presentation concerning one such area: the lived experience of long-term overland travel in mid-life. ‘Overlanding’ is defined as a form of self-reliant long-term adventure travel by vehicle in which the journey is perceived to be more important than the destination. Ten overlanding travellers were interviewed for a pilot IPA study published in the ‘Annals of Tourism Research, Empirical Insights’ May 2022 edition by Philippa Thomas and Christian Van Nieuwerburgh. The travellers had been living ‘on the road’ for periods of one to six years, and came from the UK, the US, Canada and Australia. Through a process of open questioning in hour-long interviews, each volunteered their experience in their own words of what motivated them, what they valued about the long-term travelling lifestyle, and how they felt it had affected their personal development and their relationships with others. The four key themes which emerged were the valuing of voluntary simplicity, new understandings of freedom, experience of the developing self, and rediscovery on the road of the</p>	<p>WORKSHOP 3b: <i>Romy Brooks (BNUa) - Layers of Meaning Creative Expression (Room A2.17)</i></p> <p>This creative activity will combine the theory of Roland Barthes' Studium and Punctum with positive psychology to explore self-identity, within the framework of society, through the images and words of magazines and newspapers, textures and colour to create a poster montage. Participants are invited to randomly select images and create a montage of things that 'call' to them. We will look at how we create meaning through our choices, then re-contextualize our social self (through the images/media we relate to) to reveal a deeper self: In first creating through available imagery and then peeling that back to reveal our inner world. Working in pairs, we will examine the contextual meanings of our imagery and the interplay of our emotional and subjective responses, moving from an externalised mass-produced media to an internalized meaning that reflects our self within the world. we will end with a reflective guided meditation and centering exercise.</p>	<p>SHORTER WORKSHOP 2c: <i>Emma Kerins (BNU) - How to Create a Wellness Toolkit to Reduce Stress (30 mins to 3.00)</i></p> <p>This workshop aims to empower people to look after their mental health and well-being through the creation of a wellness toolkit. As research states we can have up to 70,000 thoughts a day however if these thoughts create a negative cycle of self-talk, it can impact one’s mental health and lead to stress. This workshop aims to bring in the work of cognitive behavioural therapy (CBT)- the way in which our thoughts can impact the way we behave and feel- to empower people to manage their self-talk and emotions. The wellness toolkit acts as a catalyst for one to change their behaviour in a positive way. It provides participants with 3 tools to wellness: 1. Journal activity (derived by CBT) 2. Practicing gratitude 3. Meditation You, as participants, will be guided through each tool. The first one will empower you to dispute any negative thoughts, the second tool encourages positive self-talk by practicing gratitude and the final tool looks at encouraging you to become the observer of your thoughts. Background information will be provided for each tool following which, you will be encouraged to practice and incorporate these into your daily routine moving forward.</p>

<p>benefits of positive relationships with others. Philippa Thomas will present on this and some new areas of research in which she believes Positive Psychology can help us explore the unexplored. In the second part of her workshop, she proposes to facilitate a collaborative brainstorm on other under-explored areas for PP scholars, with the aim of stimulating in each other fresh thoughts and renewed motivation for future research endeavours.</p> <p>Link to research https://www.sciencedirect.com/science/article/pii/S2666957922000088</p>		
<p>Talk 6a: Kim Furnish & Bryony Shaw (BNUa) - Applied Positive Psychology - The Gift That Just Keeps Giving</p> <p>Since 2019, Kim Furnish & Bryony Shaw, both MSc in Applied Positive Psychology graduates, have been designing and delivering courses to bring the power of Positive Psychology to enhance everyday well-being. They met while attending the Positive Psychology in Coaching course here at Aylesbury Campus. This presentation will chart the growth of Bryony & Kim's brand 'Positive Psychology For Life', an interactive online course. It will explain the move from in person to online courses due to the challenges that Covid brought. When the world was turned upside down with the Covid pandemic, it seemed even more important to share the joy of Positive Psychology and to show how practising the strategies could help to build resilience and increase positive emotion. Kim and Bryony initially ran a 6 week course which was so popular that they ran it 4 more times. Knowing there were so many more Positive Psychology interventions that would boost well-being, they designed a further 12 modules and have delivered to over 100 participants. The key to Kim and Bryony's 'Positive Psychology for Life' courses</p>	<p>2-part WORKSHOP 4b – PART 2: Nicola Morgan (BNUa) – Poetry Therapy Meets PP (Room A2.17)</p> <p><i>None provided – continuation of Part 1 earlier in the day.</i></p>	<p>SIGN UP AT PP IN COACHING STALL for Sarah Hunt (BNU) - Free Strengths Profile Feedback (2.55 onwards)</p> <p><i>None provided.</i></p>

is that participants leave equipped and independent to utilise Positive Psychology in their own lives. Two years after completing her first 'Positive Psychology For Life' course after receiving treatment for cancer, one student proclaimed, 'Positive Psychology is the gift that just keeps giving.' The presentation will end with a brief account of current new courses and projects Kim and Bryony are working on. Kim has gone on to create Positive Psychology and Meditation courses, A Self Care course, a Positive Psychology practice group and she co-presents the podcast, Positivity: A Work In Progress. Bryony is passionate about Positive Psychology in Education with its emphasis on a preventative and proactive approach and has created a Positive Psychology tutorial curriculum for a sixth form college.