

Keywords

"MAPP", "positive", "postgraduate", "students"

Abstract

Introduction:

There is a global increase in the teaching of positive psychology at postgraduate level. Anecdotally, it has been suggested that university-based positive psychology programmes can be “life changing”. In this study, we aim to enhance our understanding of the positive life experiences of students registered on a Masters in Applied Positive Psychology (MAPP).

Method:

This is an exploratory qualitative study. Five postgraduate students undertaking a MAPP at the University of East London were interviewed by the researcher. Interpretative phenomenological analysis was used to identify emerging themes before these were carefully analysed and clustered into a number of overarching themes.

Results:

Participants reported experiencing a number of positive life changes as a result of the MAPP programme. Key themes that emerged were the sense that there were “a myriad of different thoughts and potential opportunities”; that studying positive psychology was “like coming home”; that participants enjoyed having time for reflection; and the sense that “it’s all about the people”.

Discussion/conclusion:

The positive life changing experiences of participants align with Martin Seligman’s “Magic of MAPP” components. Furthermore, this study raises the question of whether the MAPP programme is, in itself, a positive psychological intervention.

Using positive psychology measures in clinical practice: Reliability and validity in an Australian population

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Field of research

Positive psychotherapy

Keywords

clinical assessment mental health outcomes

Abstract

Introduction

Mental health is usually considered from a medical perspective, with a focus on the diagnosis and management of illness and psychological distress. However, there is increasing advocacy for an holistic

approach to mental health that considers both illness and well-being. To encourage clinicians to use a dual-factor model of mental health, newer positive psychology measures need to have their psychometric properties established.

Method

A selection of positive psychology measures (MHC-SF, Flourishing Scale, SWLS, LOT-R) and mental illness measures (Kessler-10, Basis-24, DASS21) were administered to an Australian community sample (n=200, M=30.5, SD=11.3).

Results

The internal consistency of the positive psychology measures was excellent (>.9), excluding the LOT-R. Convergent validity was demonstrated through high correlations between the positive psychology measures (r=.72 to .82); and lower correlations with psychological distress measures (r = -.51. to -.65) For the MHC-SF a two factor model that combined the emotional and psychological well-being factors, with a separate social well-being factor was a better fit for the data.

Discussion

These results indicate that positive psychology measures have robust construct validity as measures of positive mental health separate from traditional measures of psychological distress. They support the idea that positive indicators of well-being should be used alongside traditional measures of mental illness. These new measures are easy to use, inexpensive, reliable and valid. They send a clear message that assessment and treatment planning should have a strengths-based approach to recovery and outcome, and their use in clinical practice should be encouraged.

Validation of the Bidimensional Resilience Scale for North American College Students: A Classification of the innate and acquired factors

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Field of research

Resilience

Keywords

resilience, scale, innate, acquired

Abstract

Introduction: Resilience is present and capable of being increased in every individual. However, recent studies have found a strong association between temperament and inherited biological bases in personality, suggesting that resilience is not necessarily learned. The Bidimensional Resilience Scale (BRS: Hirano, 2010) was developed in Japan to separately assess factors that strongly correlated with inherited temperament as 'innate factors', and easy-to-acquire factors as 'acquired factors', based on Cloninger's theory of temperament and character. Four factors namely 'optimism', 'control', 'sociability', and 'vitality' were considered innate and three factors, namely 'attempting to solve a problem', 'self-understanding', and 'understanding others' were considered acquired. The bidimensional structure of the Japanese version has been confirmed. Its validity was confirmed using the twin method and through longitudinal research.

Accordingly, this study examines the applicability of the BRS in North American students.

Method: Three hundred and fifty college students (mean age = 21.2 years; SD = 2.58) filled out online the