

# Self-efficacy, Optimism, Hope

Future is fascinating for people because it holds seductive and positive possibilities.

Future offers the chance to change things – to make them better and different.

Past cannot be changed and present unfold so quickly that it seems as if they have little chance to make any real changes.

Children were taught to look ahead and to focus on what they could accomplish in the land of opportunity in many cultures.

In the process of looking ahead, therefore, people run the risk of making their lives extremely busy

# Three major future-oriented temporal perspectives in Positive Psychology

- Self-efficacy
- Optimism
- Hope

Concepts, measurement and associated findings

# Self-efficacy

Bandura (1977) published article “*Self-Efficacy: Toward a unifying theory of behaviour change*”

Then this term has become popular and produced many empirical researches in this area.

This term is considered as engine (motivation) to work.

The belief that you can accomplish what you want is at the core of the self-efficacy idea.

The construct rests upon thinking related to the sense of personal control.

Thinkers such as John Locke, David Hume, William James & Gilbert Ryle have focussed on Willfulness, or volition (ichha shakti) in human thinking.

# Self-efficacy

## Definition

Peoples' beliefs in their capabilities to produce desired effects by their own actions (Bandura, 1977)

What I believe I can do with my skills under certain conditions (Maddux, 2009)

Based on an examination of what needs to be done in order to reach a desired goal (outcome expectancies), the person supposedly then analyzes his or her capability to complete the necessary actions (efficacy expectancies).

Bandura considered outcome expectancies less important than efficacy expectancies; consistent with his perspective, studies have shown that outcome expectancies do not add much to efficacy expectancies when predicting various human actions.

Thus, situation-specific self-efficacy thoughts are proposed to be the last and most crucial cognitive step before people launch goal-directed actions.

# **Childhood antecedents: where does self-efficacy come from?/sources/determinants**

Learned behaviour begins in infancy and continues throughout life span.

Self efficacy is based on premises of social cognitive theory, that humans actively shape their lives rather than passively reacting to environmental forces (Bandura, 1986).

# Ideas of social cognitive theory

1. Humans have powerful symbolizing capacities for cognitively creating models of their experiences.
2. By observing themselves in relation to these cognitive models, people then become skilled at self-regulating their actions as they navigate ongoing environmental forces that, in turn, shape subsequent thoughts and actions.

3. People (self) and their personalities are a result of these situation-specific reciprocal interactions of thoughts > environment > thoughts.

Therefore, a developing child uses symbolic thinking, with specific reference to the understanding of cause and effect relationships, and learns self-efficacious, self-referential thinking by observing how she or he can influence the surrounding circumstances.

# Developmental antecedents of self efficacy:

- Previous successes in similar situations
- Modelling on others in the same situations
- Imagining oneself behaving effectively
- Undergoing verbal persuasion by powerful, trustworthy, expert, and attractive other people
- Arousal and emotion (when physiologically aroused and experiencing negative emotions, our self-efficacy may be undermined, whereas such arousal paired with positive emotions heightens the sense of self efficacy).



# Influence of self efficacy in life

## Psychological Adjustment:

- Successful coping with psychological problems (Maddux, 1995)
- Lower self efficacy linked with depression (Bandura, 1977) and avoidance and anxiety (Williams, 1995)
- Higher self efficacy helpful in overcoming eating disorders and abuse (DiClemente et al., 1995), life satisfaction (Charrow, 2006; Dahlbeck & Lightsey, 2008; Danielson et al., 2009)
- Self efficacy can play a protective role in dealing with psychological problems and emphasized enablement factors that help people to select and structure their environments in ways that set a successful course (Bandura, 1997)

# Influence of self efficacy in life

## Physical Health

- Elevated self efficacy increases health related behaviours and decreases unhealthy ones and Helps to maintain these changes (Maddux et al., 1995). (Related health theories are Protection motivation theory, reasoned action behaviour theory and health belief model.)
- Self efficacy has impact on various biological processes that relate to better physical health. Included in such adaptive biological processes are immune functioning (O'Leary & Brown, 1995), susceptibility to infections, the neurotransmitters that are implicated in stress management (catecholamines) and endorphins for muting pain (Bandura, 1997)

# Psychotherapy

Self efficacy is a common factor across various psychological interventions (Bandura, 1996)

Self efficacy enhancement in psychotherapy bosters efficacious thinking for specific circumstances and shows how to apply such thinking across situations that the client may encounter (Maddux, 2009)

# Strategies uses in Psychotherapy

- Building successes, through the use of goal setting & incremental meeting of those goals (Hollon & Beck, 1994)
- Using models to teach the person to overcome difficulties (Bandura, 1986)
- Allowing person to imagine himself behaving effectively (Kazdin, 1979)
- Using verbal persuasion by a trustworthy psychotherapist (Ingram, et al., 1991)
- Teaching techniques for lowering arousal (meditation, mindfulness, biofeedback, hypnosis, relaxation) to increase likelihood of more adaptive self efficacious thinking

## **Collective Self- efficacy**

Self efficacy can operate at the collective level and involve large number of people who are pursuing shared objectives (Bandura, 1997).

Collective self efficacy is the extent to which we believe that we can work together effectively to accomplish our shared goals (Maddux, 2009).

It is helpful in classroom performances (Bandura, 1993) and work teams (Little & Mangan, 1997).

Cooperative group efforts are influential for collective self efficacy.

# The neurobiology of self-efficacy



The frontal and prefrontal lobes of human brain evolved to facilitate the prioritization of goals and the planful thinking that are crucial for self efficacy (Newberg et al., 2000)

When faced with goal directed tasks, especially the problem solving that is inherent in much of self efficacy thinking, the right hemisphere of the brain reacts to the dilemmas as relayed by the linguistic and abstract left hemisphere processes (Newberg et al., 2000)

# The neurobiology of self-efficacy

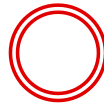
Self efficacy or perceived control can be traced to underlying biological variables that facilitate coping (Bandura, 1997)

Self efficacy yields a sense of control that leads to the production of neuroendocrines and catecholamines (neurotransmitters that govern automatic activities related to stress. Bandura, 1991).

These catecholamines have been found to mirror the level of felt self efficacy ( Bandura, et al., 1985).

So, a sense of realistic self efficacy lessens cardiac reactivity and lowers blood pressure- thereby facilitating coping.

# Measurement of Self-efficacy

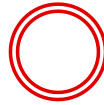


Efficacy beliefs should be measured in terms of particularized judgments of capacity that may carry across realm of activities under different levels of task demands within a given domain, and under different situational circumstances (Bandura, 1997).

Betz & Klein (1997) developed and validated 25 items test that measure confidence in making career decisions. Scores on this scale predict confidence in examinig various carers and actual career indecision.



# Measurement of Self-efficacy

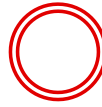


Occupational questionnaire by Teresa, 1991 for tapping students' mastery of various vocations and the career Counseling self efficacy scale by O'Brien et al 1997) for measuring counselors' confidence in deriving interventions for persons who are having difficulties with their career decisions.

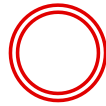
Scales for measuring feelings of efficacy in other types of situations:

- Hurricane coping self efficacy questionnaire by Hurricane Katrina
- Cultural self efficacy scale for adolescents by

# Measurement of Self-efficacy



# Learned Optimism- Seligman and Colleagues



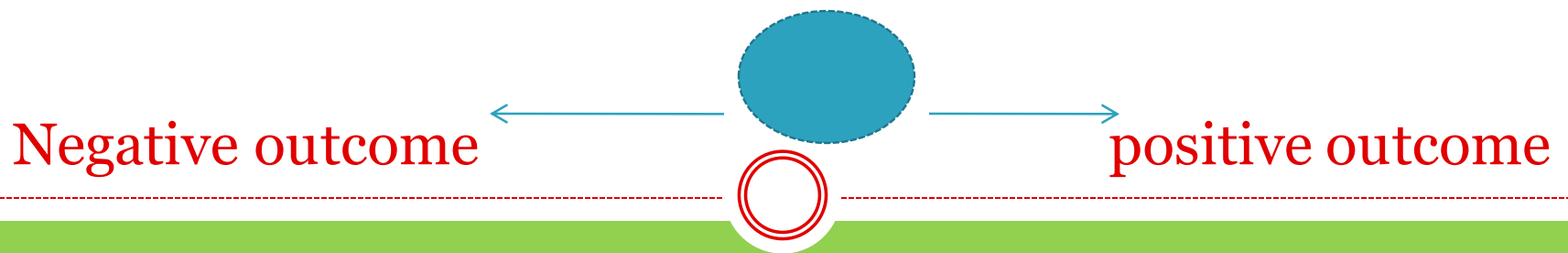
In the Seligman theory of learned optimism is defined in terms of characteristic use of a flexible explanatory style in which one has learned to make external (outside oneself), variable (not consistent), and specific (limited to a specific situation) attributions for one's failures. E.g.

- It was poorly worded exam (external)
- I have done better on previous exams (variable)
- I am doing better in other areas of my life such as my relationships and sports achievements (specific )



Pessimists have learned to look at failures as due to internal (characteristics of the self), stable (consistent) and global (not limited to a specific situation) attribution. E.g.

- I screwed up (internal)
- I have done lousy on previous exams (stable)
- I also am not doing well in other areas of my life (global).



Saligman's theory implicitly places great emphasis upon negative outcome in determining one's attributional explanation. It uses an excuse like process of distancing from bad things that have happened in the past, rather than the more usual notion of optimism involving the connection to positive outcomes desired in the future. Within the learned optimism perspective, therefore, the optimistic goal-directed cognitions are aimed at distancing the person from negative outcomes of high importance.

# Childhood Antecedents of learned optimism (explanatory style)

Genetic: learned optimism scores more highly correlated for monozygotic than dizygotic twins ( $r = .48$  vs  $.0$ ).

Environment:

- Safe, coherent environments (Franz et al., 1994)
- Modelling
- Understanding of parents for failure of children & attribution of it to external factors.
- Childhood traumas yields pessimism (Bunce et al., 1995)
- Television watching (25 hrs/week) leads to pessimism, helplessness.

# The neurobiology of optimism and pessimism



# Measurement of learned optimism



- Attributional Style Questionnaire (ASQ; Peterson et al., 1982) for adults
- Children's Attributional Style Questionnaire (CASQ; Kaslow et al 1978; Seligman, 1995)
- Content Analysis of Verbal Explanation (CAVE) approach for deriving ratings of optimism and pessimism from written or spoken words (Peterson et al 1992)



# What learned optimism predicts



- Better academic performances (Peterson & Barrett, 1987; Seligman, 1998)
- Superior athletic performances (Seligman et al., 1990)
- More productive work records (Seligman & Schulman, 1986)
- Greater satisfaction in interpersonal relationships (Fincham, 2000)
- More effective coping with life stressors (Nolen-Hoeksema, 2000)
- Less vulnerability to depression (Abramson et al., 2000)
- Superior physical health (Peterson, 2000)

# Optimism (Scheier and Carver)



**Definition:** the stable tendency to believe (or expectancy) that good rather than bad things will happen. It is a stable trait in some people and is independent of self – efficacy (1985).

Scheier & Carver assumed that, when a goal is of sufficient value, then the individual would produce and expectance about attaining that goal.

The generalized outcome expectancies may involve perceptions about being able to move toward desirable goals or to move away from undesirable goals (1999).

# Childhood Antecedents of optimism



- Genetic
- Form of optimism stems from early childhood experiences that foster trust and secure attachments to parental figures (Bowlby, 1988)

# Measurement of optimism/ Scales



Life Orientation Test (LOT):e.g. of expectancies

- Positive: I am always optimistic about my future.
- Negative: I rarely count on good things happening to me

Internal consistency (alpha .76) & test –retest correlation  
.79 over a month.

Concurrent validity: positively correlated with expectancy  
for success and negatively with hopelessness and  
depression

# Measurement of optimism/ Scales



LOT- Revised (LOT-R):

Eliminated items that caused the neuroticism overlap concerns.

Trait anxiety, self mastery and self esteem, optimism as measured by the LOT-R has shown superior capabilities in predicting carious outcome markers related to superior coping.

Scores related to better reocery in coronary bypass surgery, dealing more effectively with AIDS, enduring cancer biopsies more easily, better adjustment to pregnancy, and continuing in treatment for alcohol abuse (Carver &Sheier 2002)

# Measurement of optimism/ Scales



LOT- Revised (LOT-R):

Alpha coefficient .78; test-retest correlation .68-.79 for intercalars of 4 to 28 months.

Factor struture : Varying results

- Scheier et al. 1994 found one factor (optimism).
- Affleck and Tennen (1996) found two independent factors of optimism and pessimism.

# What optimism predicts?

- When Coping with stressors, optimists appear to take a problem solving approach (Scheier et al., 1986)
- More planful ( Fontaine et al., 1993)
- Use approach-oriented coping strategies of positive reframing and see the best in situations, whereas pessimists are more avoidant and use denial (Carver & Scheier, 2002).
- Appraise daily stresses in terms of potential growth and tension reduction
- When faced with uncontrollable circumstances, optimists tend to accept their plights, pessimists actively deny their problems and so tend to make situation worse ( Carver & Scheier, 1998)

# What optimism predicts?



Optimist knows when to give up and when to keep plugging, pessimist pursues a goal when it is not a smart thing to do.

Optimists found to perform better than pessimists

- Starting college (Aspinwall & Taylor, 1992)
- Performing in work situations (Long, 1993)
- Caring for Alzheimer's patients (Hooker et al., 1993)
- Undergoing coronary bypass surgeries (Fitzgerald et al., 1993) and bone marrow transplants (Curbow et al., 1993)
- Coping with cancer (Carver et al., 1993) AIDS (Taylor et al., 1992)
- Coping in general (Solberg Nes & Segerstrom, 2006)



# How to enhance optimism



- Cognitive therapy: (decrease in negative thinking does not change positive thinking as positive and negative cognitions are not correlated ( Ingram & Wisnicki, 1988).
- Positive visualization

# Hope



Goal directed thinking in which a person has the perceived capacity to find routes to desired goals (pathways thinking) and the requisite motivations to use those routes (agency thinking) –Snyder .

The goals can be short term or long term; approach oriented (desired) or preventive (undesired); easy or difficult to attain.

High hopers have positive emotional sets and a sense of zest that stems from their histories of success in goal pursuits, whereas low hoper have negative emotional sets and a sense of emotional flatness that stems from their histories of having failed in goal pursuits

# Antecedents of hope



Hope is not genetically determined but an entirely learned, deliberate way of thinking (Snyder, 1994). The teaching of pathways and agency goal directed thinking is an inherent part of parenting.

Strong attachment of caregivers is crucial for hope

Traumatic events during childhood found to be linked with lessening of hope.

# Neurobiology of hope



Brain researchers believe that what happens in the body can affect the brain and what happens in the brain can affect the body. Hope, purpose and determination are not merely mental states. They have electrochemical connections that play a large part in the workings of the immune system.  
(Norman Cousins, 1991)

# Measurement of Hope/ Scales



Hope Scale (Snyder et al., 1991:

- 12 items likert type with 8point scale
  - 4reflect pathways (I can think of many ways to get out of a Jam),
  - 4 reflcect agency (I energeticlly pursue my goals) and
  - 4 items are distracters.
- Alpha coefficients .80; test retest reliability .80 or above over time periods of 8-10 weeks (Snyder et al.,1991).
- High concurrent validity
- Factor analytic studies support for pathways and agency components of the hope scale.

# Measurement of Hope

## Children's Hope Scale (CHS; Snyder et al., 1997)

- Six item self-report trait measure, 6point Likert scale
- For children age 8 – 15 years.
- 3 items pathways thinking (when I have problem, I can come up with lots of ways to solve it).
- Alpha – app. .80 on different samples. Test retest reliabilities . 70-.80 for 1 month interval.
- Convergent validity: positive relationships with indices of strengths (self worth) and negative with indices of problem (depression).

# State Hope Scale (Snyder et al., 1996)

6 item self report scale taps here and now goal directed thinking; Likert scale with 8 points

3 items related to pathways thinking (there are lots of ways around any problem tht I am facing now)

3 items related to agency thinking ( at the present time, I am energetically pursuing my goals)

Strong concurrent validity: correlates positively with state indices of self esteem and postitive affect and negatively with state indices of negative affect.

Factor analysis indicated two factor structure

# What Hope Predicts



Academics, sports,

Physical health

Adjustment

Elevated happiness, satisfaction, positive emotions,  
getting along with others etc.

psychotherapy



# Collective Hope



Goal directed thinking in which a group of people have the perceived capacity to find routes to desired goals and the requisite motivations to use those routes.

Snyder and Feldman (2000) have applied the notion of collective hope more generally to topics like disarmament, preservation of environmental resources, health insurance and government.

# Wisdom

Oxford English Dictionary defines wisdom as

"Capacity of judging rightly in matters relating to life and conduct; soundness of judgement in the choice of means and ends;" also

"Knowledge (esp. of a high or abstruse vO;Dr kind); enlightenment, learning, erudition."

"the right use of knowledge" Charles Haddon Spurgeon.

Robert I. Sutton and Andrew Hargadon defined the "attitude of wisdom" as "acting with knowledge while doubting what one knows".

# wisdom

In social and psychological sciences, several distinct approaches to wisdom exist, with major advances made in the last two decades with respect to operationalization and measurement of wisdom as a psychological construct.

Wisdom is the capacity to have foreknowledge of something, to know the consequences (both positive and negative) of all the available course of actions, and to yield or take the options with the most advantage either for present or future implication.

Stanley Hall addressed wisdom gamined during the aging process in his book in 1922.

# Wisdom



Nicholas Maxwell, a contemporary philosopher in the United Kingdom, advocates that academia ought to alter its focus from the acquisition of knowledge to seeking and promoting wisdom.

defined it as the capacity to realize what is of value in life, for oneself and others. He teaches that new knowledge and technological know-how increase our power to act. Without wisdom though, Maxwell claims this new knowledge may cause human harm as well as human good.

# Wisdom



Opinions on the exact psychological definitions of wisdom vary, but there is some consensus that wisdom are certain meta-cognitive processes affording life reflection and judgment about critical life matters. These processes include recognizing the limits of one's own knowledge, acknowledging uncertainty and change, attention to context and the bigger picture, and integrating different perspectives of a situation.

# Wisdom



Cognitive scientists suggest that wisdom requires coordinating such reasoning processes, as they may provide insightful solutions for managing one's life.<sup>[36]</sup> Notably, such reasoning is both theoretically and empirically distinct from general intelligence. Robert Sternberg<sup>[37]</sup> has suggested that wisdom is not to be confused with general (fluid or crystallized) intelligence. In line with this idea, researchers have shown empirically that wise reasoning is distinct from IQ.<sup>[38][39]</sup> Several more nuanced characterizations of wisdom are listed below.

# Wisdom

Baltes and colleagues in *Wisdom: its structure and function in regulating lifespan successful development*-defined wisdom as "the ability to deal with the contradictions of a specific situation and to assess the consequences of an action for themselves and for others. It is achieved when in a concrete situation, a balance between intrapersonal, interpersonal and institutional interests can be prepared". Balance itself appears to be a critical criterion of wisdom. Empirical research started to provide support to this idea, showing that wisdom-related reasoning is associated with achieving balance between intrapersonal and interpersonal interests when facing personal life challenges, and when setting goals for managing interpersonal

# Wisdom

Positive psychologists defines wisdom as the coordination of "knowledge and experience" and "its deliberate use to improve well being." Under this definition, wisdom is further defined with the following facets:

- Problem Solving with self-knowledge and sustainable actions.
- Contextual sincerity to the circumstances with knowledge of its negative (or constraints) and positive aspects.
- Value based consistent actions with knowledge of diversity in ethical opinions.
- Tolerance towards uncertainty in life with unconditional acceptance.
- Empathy with oneself to understand one's own emotions (or to be emotionally oriented), morals...etc. and others feelings including the ability to see oneself as part of a larger whole.
- This theoretical model has not been tested empirically with



# Wisdom

Grossmann and colleagues have synthesized prior psychological literature, indicating that in the face of ill-defined life situations wisdom involves certain cognitive processes affording unbiased, sound judgment: (i) intellectual humility or recognition of limits of own knowledge; (ii) appreciation of perspectives broader than the issue at hand; (iii) sensitivity to the possibility of change in social relations; and (iv) compromise or integration of different perspectives. <sup>[48][49]</sup> Grossmann found that habitual speaking and thinking of oneself in the third person increases these characteristics, which means that such a habit makes a person wiser. <sup>[50]</sup>

# Wisdom

Empirical scientists have also begun to focus on the role of emotions in wisdom. Emotions and emotion regulation are key to effectively managing the kinds of complex and arousing situations that would most call for wisdom. Empirical research has focused on the cognitive or meta-cognitive aspects of wisdom, assuming that an ability to reason through difficult situations would be paramount. Empirical evidence started to provide robust evidence on how and when different emotions improve or harm a person's ability to deal wisely with complex events. One notable finding concerns the positive relationship between diversity of emotional experience and wise reasoning, irrespective of emotional intensity.

# Implicit Theories of Wisdom



Clayton's identified three dimensions of wisdom

1. Affective (empathy & compassion)
2. Reflective (intuition & introspection)
3. Cognitive (experience & intelligence)

# Wisdom: Characteristics (Sternberg, 1985)



- Reasoning ability:
- Sagacity: curiosity to understand human nature & thoughts, importance to knowledge & advise of self & others.
- Learning from ideas and the environment
- Judgement: to take right, thoughtful & meaningful decisions, keeping in mind longitudinal perspective than short term
- Expeditious (Uchit & quick) use of information:
- Perspicacity ( kushagrata): accuteness of discernment & perception

# Factors of Wisdom (Holliday & Chandler, 1986)



1. Exceptional understanding
2. Judgment and communication skills
3. General competence
4. Interpersonal skills
5. Social unobtrusiveness (

# Courage



# Mindfulness, Flow & Spirituality (in search of optimal experiences)



## Moment to Moment Searches:

- Easy to lose sight of moments passing
- But can be captured and
- each has untapped potential
- All are part of search for optimal experience of life

20000 moments of 3 seconds in 16 hour day.

- Each moment is rich in experience
- What is happening right now
- There is a goal, mental content , physical state, mood, emotional arousal
- A day presents 20000 opportunities for engagement, overcoming the negative and for pursuing the positive.



Each moment has potential, one can actively pursue, on a daily basis a richer life experience that includes more novelty (mindfulness), more absorption (flow) and attention to the sacred (spirituality).



# Mindfulness: in search of novelty



- Hospital story
- Research of Langer & Rodin (1976) and Rodin & Langer (1977) on a group of residents
  - Make own decisions
  - Staff would help in daily activities & decisions

# Mindfulness



Can be comparable to

- Process of awareness of everyday happenings and physiological and psychological sensations as in Buddhist tradition
- Modern therapeutic technique of increasing attention in order to identify distorted thinking

# Mindfulness: Definition



It is a flexible state of mind- an openness to novelty, a process of actively drawing novel distinctions. When we are mindful, we become sensitive to context and perspective; we are situated in the present; our behaviour may be guided rather than governed by rules and routines. We are actively varying the stimulus field. It is not controlled processing. Mindfulness is not vigilance or attention (focus on an object or idea)

When we are mindless, our behaviour is rule and routine governed.

# Mindfulness



Mindfulness is an active search for novelty, whereas mindlessness involves passively zoning out to everyday life (automatic pilot).

Being mindfulness requires

- To overcome the desire to reduce uncertainty in daily life
- To override a tendency to engage in automatic behaviour
- To engage less frequently in evaluations of self, others and situations.

# According to Langer



- our desire to control our surroundings by reducing uncertainty often leads to more uncertainty.
- We should exploit the uncertainty and proposes that mindfulness makes clear that things change and loosens the grip of our evaluative mind sets so that these changes need not be feared.
- Uncertainty keeps us grounded in the present, and awareness of all that is happening in the present creates more uncertainty.



- The automaticity of behaviour provides quick, well honed responses to familiar situations.
- Making evaluations requires us to cast judgment on ourselves, others and life situations.
- Mindfulness may battle our evaluative nature and lead us to make fewer unnecessary judgments, even positive ones.
- Here-and –now living does require a refined ability to discriminate between subtleties, and this need not lead to an evaluation.



Reducing our tendency to make evaluations of external events is a hallmark of Langer's conceptualization of mindfulness.

Bishop et al. (2004) draws more attention to the cognitive and emotional components of mindful engagement.

In this two component system, self-regulated attention is honed on current personal experience, and emotional openness facilitates the acceptance and appreciation of all internal experiences.

From this perspective mindfulness involves metacognition and emotional awareness.

# Mindfulness



Mindfulness is described as attending nonjudgmentally to all stimuli in the internal and external environments (Shapiro et al., 2002).

Openness to novelty and sensitivity to context and perspective.

Mindfulness involves cultivating an awareness of everyday happenings and physiological and psychological sensations; overcoming the desire to reduce uncertainty in everyday life; overriding the tendency to engage in automatic behaviour ; and engaging less frequently in evaluating oneself, others and situation.



# Qualities of mindfulness (Shairo et al., 2002)



- Nonjudging
- Nonstriving
- Acceptance
- Patience
- Trust
- Openness
- Letting go

- Gentleness
- Generosity
- Empathy
- Gratitude
- Lovingkindness

# Living with Mindfulness



- Being mindful of emotions
- Being mindful of eating
- Mindful stretching exercises (Yoga)
- Mindful breathing and sitting as a meditation

## **Experiments: In search of optimal experiences**

- Increasing mindfulness in relationships
- Flow in studies
- Being more spiritual in daily life ( meditate, positive affirmations, swadhyaya, exploration of purpose of life, altruism, ..)

# Benefits of Mindfulness



- Develop deep insight into the nature of mental processes, consciousness, identity, and reality and the development of optimal states of psychological well being and consciousness (Walsh, 1983)

# Researches on benefits of mindfulness

Researcher	Results
Jon Kabat-Zinn (1982)	Treatment of chronic pain and anxiety
Kabat-Zinn and Skillings (1989)	On hospital patients 8 week mindfulness stress reduction program improved hardiness and sense of coherence. Sense of coherence made gains in psychological and physical symptom reductions. 3year follow up showed maintenance of gain
Shapiro et al. ( 1998)	Mindfulness meditation increased empathy and decreased anxiety & depression among premedical and medical students in a randomized controlled study
Biegel et al. (2009)	Mindfulness based stress reduction program decreased depression & anxiety symptoms and somatic complaints; increased sleep quality & positive feeling among adolescents with various psychiatric problems

# Researches on benefits of mindfulness



Researcher	Results
Weinberger et al., (1990)	Affiliative trust (trust, openness and caring) and oneness motivation ( a sense of being part of something larger than ones's self) increased
Duncan et al. (2009)	Proposed model of mindful parenting that includes moment to moment awareness of PCR for more compassionate interaction towards children
Astin (1997)	Increase in spiritual experience among undergraduate students
Shapiro and colleagues (1998)	More spiritual experience among meditation group than control group
Schure et al. (2008)	Hatha yoga, qigong (meditation and movement from a Chinese tradition) & sitting meditation effective in positive changes in interpersonal, physical, cognitive and affective arenas & in abilities of counsellors

# Researches on benefits of mindfulness

Researcher	Results
Greason and Cashwell (2009)	Mindfulness predicted higher levels of counseling self efficacy and empathy among counselling trainees. It might be mediated by attention
Thomas (2006)	Developed cultural intelligence (CQ) in business settings. CQ is the ability to interact with people who are culturally different

The mindfulness behaviour may be manifested in different ways, such as being aware of one's biases, noting context in various situations and tuning in to different worldviews and perspectives as they may affect interactions.

# Flow izokg: In Search of Absorption (iw.kZ rYyhurk)



- Common observation of flow state among artists...
- Mihaly Csikszentmihalyi (1975/2000) noted forms of play, work produced a state of engagement.
- Flow is the state of full capacity living that is directly linked to optimal development and functioning
- Nakamura & Csikszentmihalyi (2009) tried to understand the dynamics of momentary experience and the conditions under which it is optimal & intrinsic motivation

# The Flow State: Conditions of Flow (Csikszentmihalyi)



- Perceived challenges or opportunities for action that stretch (neither underutilizing or overwhelming) existing personal skills
- Clear proximal goals and immediate feedback about progress.
- **Flow** is a **state** we reach when our perceived skills match the perceived challenge of the task that we're doing. ... The **Flow Model** shows the relationship between task complexity and your perceived skill level



# Flow Model: 3 regions of momentary experiences.



Csikszentmihalyi presented flow model to show the relationship between perceived challenges and skills. He identified 3 regions of momentary experiences.

- Flow : challenges and skills matched
- Boredom: challenges and opportunities were too easy relative to skills
- Anxiety: demands increasingly exceeded capacities for action.



- Figure 1: The original model of Flow State

# Characteristics of Flow conditions



- Intense and focused concentration
- Merging action and awareness
- Loss of reflective self consciousness
- Sense that one can control one's actions
- Distortion of temporal experience (time passed faster)
- Experience of the activity as intrinsically rewarding.

Maintaining the flow state is quite challenging given the distractions from outside world and self talk that may involve criticism of performance. So, mindful, nonjudgmental approach may be necessary for flow state.



- The model of balancing perceived challenge and skill has been refined.
- Delle & colleagues discovered that the quality of a momentary experience intensifies as challenges and skills move beyond a person's average level.

# Autotelic personality

- A cluster of traits exhibited by a person who enjoys life and who generally does things for (his or her) own sake, rather than in order to achieve some later external goal (Csikszentmihaly, 1977)
- Greek word:  
autos meaning self  
telos meaning end

# Autotelic personality



Found related to

- Positive and affective states and the quality of personal goal statements (Adlai-Gail, 1994) among adolescents
- High action opportunity, high skills situations that stimulate them and encourage growth
- Experience little stress when in the flow quadrant
- Curiosity, persistence, low self-centeredness

# Flow Research

- Flow experiences are associated with academic achievement.
- Commitment to a talent area at age 17 was predicted by identification of this talent area as a source of flow 4 years previously, as well as by the amount of flow and anxiety (Csikszentmihalyi et al., 1993)
- Students skilled in mathematics found that those who experienced flow in the first part of a math course performed better in the second half.
- Commitment, persistence and achievement exhibited by teenagers are associated with previous experiences of flow.

# Flow Experience and Culture



- Different conditions and contexts may be necessary to maximize strengths in individuals from different cultural backgrounds. (Markus & Kitayama, 1991)
- Chinese students did not experience flow in accordance with the optimal challenge/ skill conditions (as model of Csikszentmihalyi, 2000), but instead preferred skill level to be higher than challenge level. (May be due to higher value for prudence vivek) Moneta , 2000



# Flow Experience and Culture


- Asakawa 2004 investigated autotelic personality and flow experience in general in Japanese college students and found that Csikszentmihalyi's model was a good fit for these individuals (high challenge plus high skill produced flow experiences as it does in western sample)
- Context and cultural values may dictate what circumstances are necessary to achieve an actual flow state.

# Fostering Flow and its Benefits



- experiencing absorption provides intrinsic rewards that encourage persistence in and return to an activity. Hence, skills related to that activity might be enhanced over time.
- Therefore , help people identify those activities that give them flow and to encourage people to invest their attentions and energies in these activities.

# Fostering Flow and its Benefits



Flow researchers have assisted people in their search for absorption by describing two paths to becoming more engaged with daily life

- Finding and shaping activities and environments that are more conducive to flow experiences and
- Identifying personal characteristics and attentional skills that can be tweaked to make flow more likely.

# Fostering Flow and its Benefits



In Indiana flow is fostered by influencing environment and the individuals.

Students had regular opportunities to actively choose and engage in activities related to their own interests and then pursue these activities without demands or distractions.

Teachers encouraged students to challenge and stretch themselves

# Spirituality



Spirituality is commonly defined as the thoughts, feelings, and behaviours that fuel and arise from the search for the sacred.- Hill et al. (2000)

Pargament and Mahoney 2009 elaborated “people can take a virtually limitless number of pathways in their attempts to discover, conserve and transform the sacred.

Emmons et al. 1998 described these pathways as spiritual strivings, which include personal goals associated with the ultimate concerns of purpose, ethics, and recognition of the transcendent.



Pearson and Seligman 2004 considered spirituality as universal strength of transcendence. Specific content of spiritual beliefs varies but all cultures have a concept of an ultimate, transcendent, sacred and divine force.

Spirituality is a vital part of society.

# Benefits of Spirituality

Researcher	Results
Koenig, 1998	Mental health
Benson, 1992	Drug and alcohol use
Mahoney et al., 1999	Marital functioning
Ellison & Sherkat, 1993	parenting
Pargament, 1997	Outcome of stressful life experiences
Ellison & Levin, 1998; Hummer et al., 1999	Morbidity and mortality
Emmons et al., 1998	Well being
Saroglou et al., 2008	Positive traits and emotions

# Benefits of Spirituality



The mechanisms by which spirituality leads to positive life outcomes not clear.

Spirituality may

- increase hope and optimism levels
- Explore meaning and purpose



# Courage: Universal virtue



- Firmness in mind in enduring or repulsing whatever makes steadfastness ourstandingly difficult, that is, particularly serious dangers, primarily sustaining action to overcome fears of bodily harm and death and secondarily in preserving in attacking (Aqionas, 1948).
- Courage is two-sided: there is an aspect of standing firm or fighting, and an aspect of accepting intractable realities; courage is the psychic strength that enables the self to face danger and death (Haitch, 1995)

# Reference



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