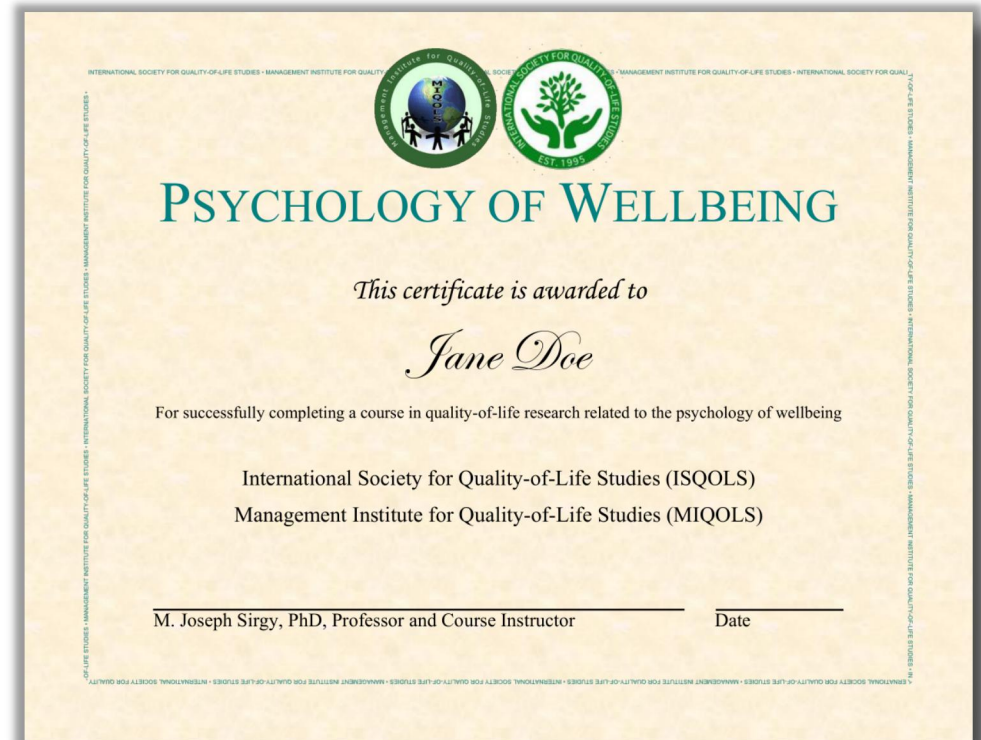




# PSYCHOLOGY OF WELLBEING

## CERTIFICATION

Develop an understanding of psychology of wellbeing and receive a certification from the International Society of Quality-of-Life Studies (ISQOLS), a globally-recognized academic and professional association, with its own publications, journals, conferences, and identity. ISQOLS is collaborating with the Management Institute for Quality-of-Life Studies (MIQOLS) in the administration of this certification program.



**6 learning modules • world-renowned instructor**



# OVERVIEW

**Who Are We?**

**Why Get Certified?**

**Who Is the Program for?**

**What Will You Learn?**

**How Will Course be Administered?**

**Who Is the Course Instructor?**

**What Do Former Students Say?**

**What Is the Cost?**

**How about CEUs?**

**Are You Ready?**





# WHO WE ARE



## International Society for Quality-of-Life Studies

*"exploring wellbeing and happiness"*

Established, in 1995, the International Society for Quality-of-Life Studies (ISQOLS) is a global organization with a mission to promote and encourage research in the field of quality-of-life (QOL), happiness, and wellbeing studies. ISQOLS mission focuses on creating a paradigm shift within traditional academic disciplines and to transform "Quality-of-Life" studies into an academic discipline in its own right. The ultimate goal is to help with the creation, dissemination, and utilization of knowledge of the science of wellbeing across all walks of life.



## MANAGEMENT INSTITUTE FOR QUALITY-OF-LIFE STUDIES

*fostering the science and application of well-being research*

# MIQOLS

Management Institute for Quality-of-Life Studies (MIQOLS) is a non-profit organization made up of mostly professors at various academic institutions and other management consultants whose mission is to facilitate the diffusion and utilization of the science of quality-of-life/well-being research in industry and government. The general objective of MIQOLS is to propagate the science of quality-of-life and well-being research by assisting organizations (business, government, and other institutions).



# WHY GET CERTIFIED

This certification is provided by the International Society for Quality-of-Life Studies (ISQOLS), a global organization with a mission to promote and encourage research in the field of quality-of-life (QOL), happiness, and wellbeing studies. ISQOLS has members all throughout positioned in academic institutions as well as stakeholder groups and are well-respected for their contributions to QoL. As such, an official certification would be beneficial to anyone who wants to apply psychological science of wellbeing to guide academic research projects, policy making, managerial decision-making, population statistics, and/or coaching and counseling.

The principal benefits you will obtain from the certification course are:

- a philosophical and academic foundation of much of the research on wellbeing and positive mental health, showing the beneficial effects of happy people at work, in terms of health, and to society at large.
- understanding how sociocultural factors, income factors, other demographic factors, and biological and health conditions influence wellbeing and positive mental health.
- knowledge of how individuals process information from their objective environment, and how they manipulate this information to influence wellbeing and positive mental health.
- insights into how psychology of wellbeing applies to various life domains and special populations such as women, children, and elderly.
- a foundation in theories and models of wellbeing and positive mental health that integrate and unify disparate concepts and programs of research.





# WHO THE PROGRAM IS FOR

- Graduate students interested in developing a research project (e.g., Master's thesis, Doctoral dissertation) involving topics related to the psychology of wellbeing
- Academic scholars interested in developing research expertise in the psychology of wellbeing
- Public policy officials interested in the science of wellbeing to guide decision making
- Managers of for-profit and non-profit organizations interested in applying the science of wellbeing to enhance employee and patron wellbeing
- Researchers employed by national bureaus of statistics
- Quality-of-life/well-being coaches interested in using the research to help counsel clients





# WHAT WILL YOU LEARN

The course is divided into six learning modules. The introductory module lays the philosophical and academic foundation of much of the research on wellbeing and positive mental health, showing the beneficial effects of happy people at work, in terms of health, and to society at large. The second module (effects of objective reality on wellbeing) describes how sociocultural factors, income factors, other demographic factors, and biological and health conditions influence wellbeing and positive mental health. The third module focuses on subjective reality and discusses how individuals process information from their objective environment, and how they manipulate this information to influence wellbeing and positive mental health. The fourth module focuses on the psychology of quality of life specific to life domains, while the fifth module reviews the research on special populations (children, women, the elderly, the disabled, etc.). The final module focuses on theories and models of wellbeing and positive mental health that integrate and unify disparate concepts and programs of research.

## **I. Introduction**

## **II. Objective Reality**

## **III. Subjective Reality**

## **IV. Life Domains**

## **V. Special Populations**

## **VI. Theories and Models**



# INTRODUCTION TO PSYCHOLOGY OF WELLBEING

## MODULE 1

Topics:

### Philosophical Foundations

- ❖ Happiness as both a philosophical and psychological concept
- ❖ Happiness as a strong and universal motive
- ❖ Psychological happiness (hedonic or emotional wellbeing)
- ❖ Psychological happiness as positive and negative affect
- ❖ Prudential happiness (life satisfaction or the cognitive component of subjective wellbeing)
- ❖ Perfectionist happiness (eudaimonia or psychological wellbeing)

### Definitions, and Measures of Wellbeing

- ❖ Subjective vs. objective aspects
- ❖ Inputs vs. outcomes
- ❖ Inner vs. outer aspects
- ❖ Happiness vs. life satisfaction
- ❖ Subjective wellbeing as an umbrella concept
- ❖ Ontological model of wellbeing
- ❖ Structural model of wellbeing and illbeing
- ❖ Hierarchical model of wellbeing and illbeing

### Positive Outcomes of Wellbeing

- ❖ Wellbeing effects on health
- ❖ Wellbeing effects on achievement and work
- ❖ Wellbeing effects on social relationships, prosocial behavior, trust, and future happiness
- ❖ Optimal happiness
- ❖ Adaptive functions of happiness
- ❖ Illbeing



# EFFECTS OF OBJECTIVE REALITY ON WELLBEING

## MODULE 2

Topics:

### **Effects of Technological, Economic, Political, and Socio-Cultural Factors**

- ❖ Technological effects
- ❖ Economic effects
- ❖ Political effects
- ❖ Socio-cultural effects

### **Effects of Resources**

- ❖ Time
- ❖ Money
- ❖ Income and wealth

### **Effects of Demographic Factors**

- ❖ Age
- ❖ Gender
- ❖ Marital status, family composition, and family life cycle
- ❖ Ethnicity and minority status
- ❖ Education
- ❖ Other demographic variables

### **Effects of Personal and Consumption Activities**

- ❖ Theories related to personal activities
- ❖ Effects of specific personal activities

### **Effects of Biology, Drugs, Life Events, and the Environment**

- ❖ Biology
- ❖ Health
- ❖ Drugs and substance abuse
- ❖ Life events
- ❖ Physical environment





# EFFECTS OF SUBJECTIVE REALITY ON WELLBEING

## MODULE 3

Topics:

### Effects of Personality

- ❖ Influence of personality traits
- ❖ Theories how personality influences wellbeing

### Effects of Affect and Cognition

- ❖ Mood
- ❖ Causal attribution
- ❖ Appraisals
- ❖ Meaning of life
- ❖ Habituation
- ❖ Cognitive frames
- ❖ Cognitive outlooks

### Effects of Beliefs and Values

- ❖ Generalized beliefs
- ❖ Personal values
- ❖ Research related to Schwartz values
- ❖ Research related to specific values

### Effects of Goals

- ❖ Goal valence
- ❖ Goal expectancy
- ❖ Goal implementation
- ❖ Goal progress, attainment, and nonattainment

### Effects of Needs and Need Satisfaction

- ❖ Concepts and theories

### Effects of Self-Concept

- ❖ Self-concept theory
- ❖ Effects of various self-concept dimensions

### Effects of Social Comparison

- ❖ Impact of social comparison
- ❖ Motivational sources of social comparison



# LIFE DOMAINS AND THEIR EFFECTS ON WELLBEING

## MODULE 4

Topics:

### **Effects of Dynamic Domains**

- ❖ Life experiences segmented in life domains
- ❖ Life domain theories of wellbeing

### **Work Wellbeing**

- ❖ How work wellbeing contributes to positive mental health
- ❖ Other consequences of work wellbeing
- ❖ Predictors of work wellbeing

### **Residential Wellbeing**

- ❖ Impact of residential wellbeing on subjective quality of life
- ❖ Factors affecting residential wellbeing

### **Material Wellbeing**

- ❖ Impact of material wellbeing on subjective quality of life
- ❖ Predictors of material wellbeing

### **Social, Family, and Marital Wellbeing**

- ❖ Impact of social, family, and marital wellbeing on positive mental health
- ❖ Predictors of social, family, and marital wellbeing

### **Health Wellbeing**

- ❖ Impact of health wellbeing on subjective aspect of quality of life
- ❖ Predictors of health wellbeing

### **Leisure Wellbeing**

- ❖ Impact of leisure wellbeing on subjective quality of life
- ❖ Link between leisure wellbeing and subjective quality of life
- ❖ Predictors of leisure wellbeing

### **Wellbeing in Other Domains**

- ❖ Spiritual wellbeing
- ❖ Political and national wellbeing
- ❖ Environmental wellbeing
- ❖ Educational wellbeing
- ❖ Sexual wellbeing



# POPULATION SEGMENTS AND WELLBEING

## MODULE 5

Topics:

### Children and Youth

- ❖ Conceptualization of children and youth
- ❖ Explaining wellbeing in children and youth
- ❖ Factors effecting wellbeing in children and youth
- ❖ Wellbeing indicators of children and youth

### Older Adults

- ❖ Quality of life of seniors
- ❖ Explaining subjective aspects of quality of life of seniors
- ❖ Factors affecting the wellbeing of seniors

### Women

- ❖ Hedonic wellbeing, life satisfaction, and eudaimonia for women
- ❖ Explaining women's wellbeing (vis-à-vis men's wellbeing)
- ❖ Important factors that influence women's subjective quality of life

### Geographic Population Segments

- ❖ Conceptual distinctions
- ❖ Methodological problems
- ❖ Comparative analysis
- ❖ Wellbeing of specific world regions
- ❖ Country-specific wellbeing

### Specialty Population Segments

- ❖ Wellbeing of the mentally ill
- ❖ Wellbeing of the disabled
- ❖ Wellbeing of drug addicts
- ❖ Wellbeing of sexual minorities
- ❖ Wellbeing of sex workers
- ❖ Wellbeing of emergency personnel and healthcare service providers
- ❖ Wellbeing of immigrants and refugees
- ❖ Wellbeing of teachers
- ❖ Wellbeing of caregivers
- ❖ Wellbeing of tourists
- ❖ Wellbeing of residents of tourism communities



# THEORIES AND MODELS OF WELLBEING AND POSITIVE MENTAL HEALTH

## MODULE 6

Topics:

### **Integrative Models of Wellbeing**

- ❖ Livability theory
- ❖ Capability theory
- ❖ Stocks and flows
- ❖ Joyless economy
- ❖ Quality of the person + environment
- ❖ Homeostatically-protected mood
- ❖ Quality of life = happiness, life satisfaction, and absence of illbeing
- ❖ Bi-directional spillover model
- ❖ Psychology of personal projects and the social ecology of flourishing
- ❖ Psychology of quality of life
- ❖ Positive balance: a hierarchical perspective

### **Philosophy and Public Policy Issues Related to Wellbeing**

#### *Public Policy Issues*

- ❖ Scholar and lay people believe subjective wellbeing is very important
- ❖ Current indicators are incomplete and insufficient
- ❖ Subjective wellbeing is beneficial
- ❖ Indicators of subjective wellbeing are easy and inexpensive to implement
- ❖ Progress on national accounts of wellbeing and positive mental health

#### *The Need to Broaden Our View*

- ❖ Happiness maximization is not enough
- ❖ Shortfall of happiness research at country level
- ❖ Need to conjoin subjective aspects of quality of life with objective conditions
- ❖ Conjoining personal happiness with objective/macro-level indicators of societal wellbeing
- ❖ Wellbeing and pluralism in science and philosophy
- ❖ Integrating philosophical and psychological perspectives

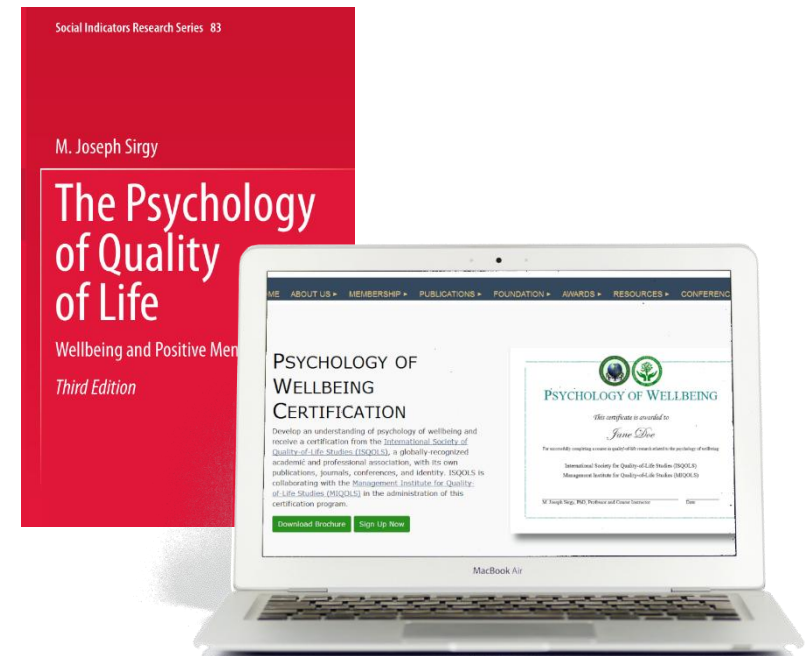


# COURSE ADMINISTRATION

The course is asynchronous (i.e., self-paced). The course has six learning modules. After watching the webinar videos pertaining to each module (and reading the assigned chapters with supporting lecture slides and communicating privately with the instructor about issues arising from the assigned module), the course participant alerts the course instructor about their readiness to take an exam covering the assigned module (one of six total modules). The instructor then administers the exam covering the assigned module and provides the course participant with a grade and feedback after which the participant continues to watch the next module (watch the assigned video webinars with readings from supporting material). That is, the process is repeated until the course participant completes the six modules.

Alternative to course certification is **course audit**. The course audit is still self-paced with no exams.

To pass the course and receive an official certification, registered participants must pass a series of exams. Each exam will involve a set of take-home essay questions provided after completing each learning module (six modules = six exams). Participants will be required to provide answers to the essay questions and submit their answers before completing the next module. Each exam will be graded on the traditional A-F academic scale. A minimum of a total grade of C- is required to pass the course. Participants who do not receive a passing grade can repeat the course.







# THE COURSE INSTRUCTOR

## M. JOSEPH SIRGY

### A World-Renowned Professor

**M. JOSEPH SIRGY** is a management psychologist (Ph.D., U/Massachusetts, 1979) and the Virginia Tech Real Estate Professor Emeritus of Marketing at Virginia Polytechnic Institute and State University (USA) and Extraordinary Professor at the WorkWell Research Unit at North West University – Potchefstroom Campus (South Africa). He has published extensively in business ethics and quality of life (QOL). His awards include International Society for Quality-of-Life Studies' (ISQOLS') Distinguished Fellow Award, ISQOLS' Distinguished QOL Researcher, Academy of Marketing Science's (AMS) Distinguished Fellow Award, AMS' Harold Berkman Service Award, Virginia Tech's Pamplin Teaching Excellence Award/Holtzman Outstanding Educator Award and University Certificate of Teaching Excellence, the EuroMed Management Research Award, and the Macromarketing Society's Robert W. Nason Award. Best paper awards include articles published in the Journal of Happiness Studies, the Journal of Travel Research, and Applied Research in Quality of Life. His editorial responsibilities include co-founding editor of Applied Research in Quality of Life, editor of the QOL section in the Journal of Macromarketing, editor-in-chief of the Journal of Macromarketing, editor of ISQOLS'/Springer's book series on International Handbooks in QOL, Community QOL Indicators--Best Cases, Applied Research in QOL--Best Practices, and co-editor of the Springer book series on Human Well-Being and Policy Making.





# WHAT FORMER STUDENTS SAY



"The course experience was **wonderful**. The webinar sessions were **all worthwhile**. It was amazing to realize that the study of wellbeing is very diverse and applicable to all aspects of human life. **I would certainly recommend** this program to others. It is a **comprehensive and enjoyable** course wherein one gets to appreciate the vast literature on wellbeing and happiness."



– Consuelo Chua

"My experience in the course was **fantastic**! The webinars were very **well organized** and Dr. Sirgy always went to great lengths to explain the course content thoroughly, friendly, and easily. Besides, I found the course materials (slides, book, website) illustrative, well-informed, and interesting to go through. **I recommend the course** to other professionals who are interested in taking a deep dive into the philosophies, theories, paradoxes, hypotheses, and research findings concerning the Psychology of Well-being."



– Daniel Arturo Cernas Ortiz

"This program definitely widened my scope of interest in wellbeing and I **enjoyed learning** about various perspectives. I would definitely **recommend** this course- especially getting certified since all the assigned work and exams help to build / apply knowledge for each module of wellbeing."



– Dr. Kanu Priya Mohan



# COURSE TUITION

## Certification

- **ISQOLS members** can take the course for certification for **\$700**.
- **Non-ISQOLS members** can take the course for certification for **\$900**.
- Benefits include:
  - Access to the lecture slides
  - Access to the lecture videos
  - Discount from Springer to purchase the textbook that supports the course
  - Direct communication with the instructor by e-mail and/or video conferencing
  - Certification upon demonstrated learning (evaluated through successful completion of several exams)

## Audit

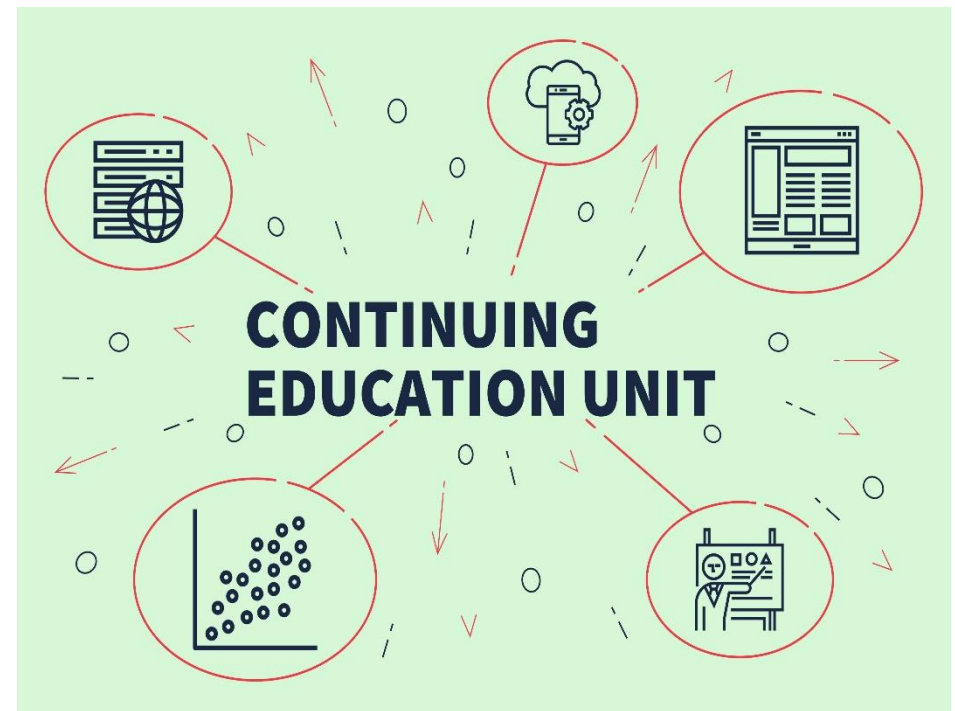
- **ISQOLS members** can audit the course for **\$50**.
- **Non-ISQOLS members** can audit the course for **\$200**.
- Benefits include:
  - Access to the lecture slides
  - Access to the lecture videos
  - Discount from Springer to purchase the textbook that supports the course





# CONTINUING EDUCATION UNITS (CEUs)

- ISQOLS can provide educational credit in terms of Continuing Education Units (CEUs) for the Psychology of Well-Being Certification Program. **1 CEU is equivalent to 10 contact hours.** The Psychology of Wellbeing Certification Program involves an estimated 20 contact hours total. This translates into 2 CEUs. As such, the program provides 2 CEUs (or 20 contact hours total).
- Those interested in receiving the CEUs should provide enough information to their own educational institution about the ISQOLS certification program and their own institution would determine if they would accept these CEUs.
- Many occupations require CEUs to stay licensed in their profession (counselors, life coaches, teachers, etc.). Those who wish to use the certification program for CEUs in meet continuing education requirements of their profession should contact their state/country licensing board and submit information about the course.







**Are you ready to sign up?**

**Sign Up Now**