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?
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 (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.
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
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.
INTRODUCTION TO PSYCHOLOGY OF WELLBEING

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 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
MODULE 3

EFFECTS OF SUBJECTIVE REALITY ON WELLBEING

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 Needs and Need Satisfaction
- Concepts and theories

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

 Effects of Goals
- Goal valence
- Goal expectancy
- Goal implementation
- Goal progress, attainment, and nonattainment

 Effects of Social Comparison
- Impact of social comparison
- Motivational sources of social comparison
# Life Domains and Their Effects on Wellbeing

**Topics:**

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<th>Effects of Dynamic Domains</th>
<th>Material Wellbeing</th>
<th>Leisure Wellbeing</th>
<th>Wellbeing in Other Domains</th>
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<tr>
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<td>Impact of material wellbeing on subjective quality of life</td>
<td>Impact of leisure wellbeing on subjective quality of life</td>
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<td>How work wellbeing contributes to positive mental health</td>
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<td>Factors affecting residential wellbeing</td>
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# Population Segments and Wellbeing

## 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

**Topics:**

<table>
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<th>Integrative Models of Wellbeing</th>
<th>Philosophy and Public Policy Issues Related to Wellbeing</th>
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<tr>
<td>Livability theory</td>
<td>Public Policy Issues</td>
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<td>Capability theory</td>
<td>- Scholar and lay people believe subjective wellbeing is very important</td>
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<td>Stocks and flows</td>
<td>- Current indicators are incomplete and insufficient</td>
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<td>Joyless economy</td>
<td>- Subjective wellbeing is beneficial</td>
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<td>Quality of the person + environment</td>
<td>- Indicators of subjective wellbeing are easy and inexpensive to implement</td>
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<td>Homeostatically-protected mood</td>
<td>- Progress on national accounts of wellbeing and positive mental health</td>
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<td>Quality of life = happiness, life satisfaction, and absence of illbeing</td>
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<td>Bi-directional spillover model</td>
<td>The Need to Broaden Our View</td>
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<td>Psychology of personal projects and the social ecology of flourishing</td>
<td>- Happiness maximization is not enough</td>
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<td>Psychology of quality of life</td>
<td>- Shortfall of happiness research at country level</td>
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<td>Positive balance: a hierarchical perspective</td>
<td>- Need to conjoin subjective aspects of quality of life with objective conditions</td>
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<td>- Conjoining personal happiness with objective/macro-level indicators of societal wellbeing</td>
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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
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.
"The course experience was wonderful. The webinar sessions were all worthwhile. It was amazing to realize that the study of well-being 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 well-being 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 well-being 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 well-being."

– 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 10 contact hours total. This translates into 1 CEUs. As such, the program provides 1 CEUs (or 10 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