

# Introducing 'holistic psychology' for life qualities: A theoretical model for consideration

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## INTRODUCTION

Positive psychology has attracted extensive interests from educators, researchers, and organizations. Many would recognize the work of Martin Seligman. In its summarized form, positive psychology is concerned with a person's state of flourishing; his/her perceived sense of resilience and inner virtues, and a desire to have positive outlooks in life. Positive psychology is significant, forming the basis for other research inquiries – for example, the advancement of the theory of optimization. Holistic psychology, the main focus of this theoretical-conceptual article, is significant for its emphasis on the existence of life experiences, which may exist on a continuous spectrum without distinction between negativity and positivity. A duty of care would indicate that we to foster positive schooling experiences and, in contrast, address maladaptive experiences. The use of positive psychology, for example, is advantageous and may instill motivational beliefs and/or facilitate and strengthen students' subjective well-being.

A deep understanding of positive psychology reveals an acknowledgement of the entirety of human experience in the hope of extrapolating the optimal conditions for self-fulfillment and flourishing.

### The importance of positive education

Positive Education emerged as the 'practical application' of positive psychology in educational contexts. In other words, from a school-based perspective, how can educators capitalize on positive psychology to inform their teaching practices, professional growth, and students' learning experiences? The practical application of positive psychology theories. With reference to the study of subjective well-being, contend that this development in personal experience, emotion, and feeling would (e.g., proactive social relationship at school). One possibility, in this analysis, is to consider pathways and means that place emphasis on individual and shared happiness.

### The complexity of schooling experiences

Life, in general, is in a constant flux of continuous changes, both positive and negative. In school contexts, we do not expect students to perform at their optimal best all the time. In this analysis, the complexity of school settings gives rise to different contextual influences, which would affect students' daily functioning, both positive and negative.

For example, the provision of a caring social environment conveys messages of care, emotional support, and social security, respectively resulting in quality learning experiences and improved academic performances.

### Conceptualization of the paradigm of 'holistic psychology'

In the preceding section, we made a concerted effort to highlight the complexity of students' schooling experiences, which closely align with general life experiences, encompassing both positives and negatives. Holistic psychology places emphasis on self-awareness and recognition that negative life experiences could have a profound positive impact, serving as a source of energy and motivation for a person to capitalize.

### Conclusion

The study of positive psychology. Recent research development, likewise, has made significant progress, detailing a state of flourishing as a quantitative and/or qualitative difference between two levels of functioning. As such, we advise educators and researchers to continue with development of different types of conceptual, methodological, and empirical inquiries into the validation of holistic psychology.

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Citation: Phan M (2021) Introducing 'holistic psychology' for life qualities: A theoretical model for consideration J Psychol Psychother 11:e392

Received: 1 February, 2021; Accepted: 15 February, 2021; Published: 22 February, 2021

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