**Course Syllabus**

|  |
| --- |
| **CNU International Summer Session** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Title** | | | **Seminar in Psychology** | | | | | | | | | | | | | | | | | | |
| **Course Type** | | |  | | | | | | | | **Credits**  **(hours)** | | |  | | | | | | | |
| **Department** | | |  | | | | | | | | **Professor** | | | Dr. Sonya Corbin Dwyer | | | | | | | |
| **Classification**  **(year in school)** | | |  | | | | | | | | **Course Code** | | | PSY3004 | | | | | | | |
| **Class room** | | |  | | | | | | | | **E-mail** | | | scorbin@grenfell.mun.ca | | | | | | | |
| **Prerequisite(s)** | | |  | | | | | | | | | | | | | | | | | | |
|  | | |  | | | |  | | |  |  | | |  | | | | | | | |
| **Course objectives** | | | Students will participate in discussions and activities designed to provide them with opportunities to:   * Understand key concepts in positive psychology including topics related to happiness and the positive aspects of the human experience * Critically evaluate the teaching of positive psychology as a means of enhancing happiness * Explore how focusing on one’s strengths helps one achieve lasting happiness * Examine some of the routes for obtaining enduring happiness | | | | | | | | | | | | | | | | | | |
| **Course Summary** | | | This course provides an introduction to the theory and practice of positive psychology. Applied activities are designed to facilitate making connections between students’ personal experiences and basic areas of research in the field, including the practical application of theories. | | | | | | | | | | | | | | | | | | |
| **Teaching Methods** | | | **Teaching Methods** | | | | | | | | | | | | | | | | | | |
| Lecture | Presentation/Discussion | | | | Problem Based Learning | | | | Project Based Learning | Flipped Learning | | | Experiment/ Practices | | | | Others  (Describe) | |
| Yes | Yes | | | |  | | | | Yes |  | | | Yes | | | | Yes, including Think-Pair-Share | |
| < Lecture>  < Presentation / Discussion>  < Problem Based Learning> | | | | | | | | | | | | | | | | | | |
| **Grading** | | | Mid-Term | Final | | Individual Tasks | | | Team Projects | | | Class participation | | | Attendance | | Others  (Describe) | | | | **Total** |
| **No** | **20%** | | **80%** | | | **No** | | | **No** | | | **No (see Section 29)** | | **No** | | | | **100%** |
| ※ Pursuant Section 28 of the Guidelines on Class Management, grading methods can be adjusted for the physically impaired.  ※ Under Section 29 of the University Regulations on Academic Affairs, a student automatically fails a course in case of failure to attend more than 3/4 classes. (More than four (4) times absence) | | | | | | | | | | | | | | | | | | |
| **Accommodations for Handicapped** | | | - Visually impaired: provision of course related materials in audio, note taking helper, permission to record the lecture  - Audibly impaired: provision of course related materials in visual, note taking helper, permission to have e-learning lectures in sign language or shorthand  - Physically or mentally challenged: provision of course related materials, note taking helper, permission to record the lecture   * Any other requests that are considered necessary: provision of assisted   ingress and egress to the classrooms and other supports | | | | | | | | | | | | | | | | | | |
| **Textbooks & References** | | | | | | | | | | | | | | | | | | | | | |
| Category | Title | | | | Author | | | | | | | Publisher | | | | | | | Year of publication | | |
| Main textbook | *Introduction to positive psychology, wellbeing and happiness*. | | | | Palmer, S. (Ed.) | | | | | | | DEF Publishers  (available as a free, open-access book on nobaproject.com) | | | | | | | 2022 | | |
| Others |  | | | |  | | | | | | |  | | | | | | |  | | |
| Reference | Seligman, M., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American*  *Psychologist, 55*, 5-14.  Articles from *The Journal of Positive Psychology; International Journal of Applied Positive Psychology* | | | | | | | | | | | | | | | | | | | | |
| **Daily Course Schedule** | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day**  **(3hrs)** | **Lecture Topic** | **Hours per day** | **Method of Instruction** | **Class Materials & Assignments** |
| 1 | Overview of the course;  Introduction to positive psychology |  | Lecture, discussion, practice | PowerPoint lecture; short videos; experiential activity Passengers on a Bus |
| 2 | Gratitude and Other Key Strengths |  | Lecture, discussion, practice | PowerPoint lecture; short videos; gratitude journaling; Signature Strengths Action Plan |
| 3 | Positive Relationships |  | Lecture, discussion, practice | PowerPoint lecture; short videos; team building activities; Scholarly article review due |
| 4 | Love, Friendship, and Social Support |  | Lecture, discussion, practice | PowerPoint lecture; short videos; active listening exercises |
| 5 | Relationships and Well-being |  | Lecture, discussion, practice | PowerPoint lecture; short videos; |
| 6 | Kindness |  | Lecture, discussion, practice | PowerPoint lecture; short videos; Self-esteem journal |
| 7 | Positive Psychology in the Media |  | Presentations, discussion, practice | PowerPoint lecture; short videos; happiness scales & other measures |
| 8 | Happiness (Subjective Well-being) |  | Lecture, discussion, practice | PowerPoint lecture; short videos; think-pair-share ‘Gamified Happiness’ |
| 9 | Emotions and Well-being |  | Lecture, discussion, practice | PowerPoint lecture; short videos; Mindfulness activities |
| 10 | Happiness (Optimal Levels) |  | Lecture, discussion, practice | PowerPoint lecture; short videos; Writing About Intensely Positive Experiences activity |
| 11 | Applied Assignment presentations; experiential activities |  | Presentations, discussion, practice | Applied Assignment due |
| 12 | Meaning and Purpose |  | Lecture, discussion, practice | PowerPoint lecture; short videos; |
| 13 | Post-traumatic Growth and Forgiveness |  | Lecture, discussion, practice | PowerPoint lecture; short videos; Finding Your Own Example of Forgiveness activity |
| 14 | Goal Setting and Motivation |  | Lecture, discussion, practice | PowerPoint lecture; short videos; Daily Motivational Awareness activity; expressive writing to set goals |
| 15 | Public Service Pamphlet presentations; and Final Exam |  | Presentations, discussion, examination | Public Service Pamphlet due |

|  |
| --- |
| **References** |
| **Evaluation Methods and Assignments**  Scholarly Article Review (15%)  Read the article by the co-founders of positive psychology and answer the following questions:  Seligman, M., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American*  *Psychologist, 55*, 5-14.   1. What are the authors’ basic premises? What issues are raised? What situation provides a basis for the authors’ assertions? 2. What are the authors’ most important points? How do they relate to one another? 3. What types of evidence do the authors present to support their points? Is this evidence convincing and/or controversial? 4. Which parts of the work (e.g., particular arguments, descriptions) are the most effective and which parts are least effective? Why? 5. What is the most important comment you wish to make about the article? What has reading this work done for you or demonstrated to you?   Expected length 4-6 pages. Follow APA guidelines for citations and references.  Positive Psychology in the Media (10%)  Choose a recent media article/issue relevant to positive psychology and present it in class. Presentations are to be about 10 minutes in length and include a summary of the key points of the issue, linking it to what we are learning in class, as well as one or two reflection questions that ponder integrative links with the textbook material, stimulate thought, question concepts, and go beyond the media article/issue.  Applied Assignment (30% total)  Choose one activity from the list of three below. After completing the activity write a reflection on what happened as you carried out this assignment and how you felt doing so. Critically evaluate how the activity can contribute in the future to your lasting happiness, making connections to positive psychology theory (maximum length 5 pages double-spaced). Worth 20%.  Option 1: Intentional acts of kindness: Rules by David Friedman  1. Do at least one intentional act of kindness each day for five days (consecutive if possible)  2. The act of kindness should be something that forces you to step outside your normal patterns of behavior.  3. Though some acts may have a small financial component, the majority should not. When a financial component does exist, it should be more than simply making a donation.  4. Acts need not be large or "significant."  5. While the majority of your acts of kindness will be directed outside your immediate circle of friends and family, one act within this circle still count.  Option 2: Gratitude letter and virtual visit: (Seligman as cited by van Nuys). Pick a person in your life whom you’d like to thank, someone who has meant a lot to you. Write this person a letter. After you’ve written it, contact the person and ask to have virtual visit (by Zoom, Skype or other platform), an in-person visit, or a telephone call. Read the letter aloud to them.  Rules: Don't pick too easy a person for this. Rather than picking your roommate/significant other/parent/sibling etc., you should pick some special person in your life who has made a big impact, perhaps a bigger impact than they were aware of, and whom you never adequately thanked.  Attach a copy of the gratitude letter to your reflection.  Option 3: Savoring assignment: Plan and implement at least one pleasurable activity, intentionally engaging in savoring techniques (Rashid, 2008), being aware of pleasures and purposefully paying attention to the experience of pleasure. Engage in pleasurable activities for at least a half day.  Savoring techniques include: share the experience with others (tell others about the pleasurable experience before it takes place, engage in the experience with others if possible, and reminisce about the positive experience with others after it is over); Memory-building (make mental notes of the event as it is happening and later reminisce about the event once it is over; if possible, take photos or purchase souvenirs that represent the positive event); Self-congratulate (congratulate yourself or take pride in what has happened); Sharpen your perceptions (be mindful of important elements of the event while blocking out distractions or kill-joy thinking); Absorption (let yourself get totally absorbed in the event)  Presentation on applied assignment (10%): Each student will prepare and present a 10-minute presentation on what they did and what they learned.  Public Service Knowledge Translation (25%)  Positive psychology focuses on “the strengths, virtues, and talents that contribute to successful functioning and enable individuals and communities to flourish” (Palmer, 2022, p. 6). For this assignment, you will choose an issue related to a positive psychology topic and create two products. You are encouraged to be creative while, of course, obtaining current empirical information, and evidence-based applications from peer-reviewed sources.   1. a public service pamphlet/brochure (one page, double sided)   Your pamphlet/brochure should a) define the issue, b) explain why it’s important, c) offer at least four evidence-based, practical applications/activities (therefore, citations and a reference section are required), and d) identify at least one online program or resource that focuses on the issue. Cite references in text and in a reference section. Worth 15%   1. an Instagram post   Your Instagram post is on the same topic as your pamphlet and will highlight one or two aspects that you consider to be the most important. Your post should a) include an original photograph or drawing created by you, b) a short post (although you have up to 2,200 characters in your Instagram captions, it will get truncated after 125, so for longer captions, make sure your most important information appears first), and 3) 8-10 hashtags. Worth 5% [Instagram username and password will be provided in the first class]   1. a short presentation (5 minutes) to highlight your pamphlet   Your presentation will be 5 minutes in length and explain your pamphlet/brochure (the issue, its importance, the activities and the resource(s) you chose and why). You can bring a printed copy of your pamphlet/brochure to show in class. Worth 5%  Exam (20%)  There will be a final exam worth 20%. The format will be multiple-choice. |