

COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/psyc.html>

1. Instructor Information

Instructor:	Marty Donatelli		
Office Hours:	Mon , Tues Thurs 12:00 – 1:00 Wed 3:00 – 4:00		
Location:	Fisher 308A		
Phone:	250 370-3220	Phone:	250 370-3220
Email:	donatellim@camosun.bc.ca		
Instructor:	Marty Donatelli		

2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

1. Describe and explain the current models, theories, concepts and research in positive psychology.
2. Differentiate between scientific and non-scientific sources.
3. Explain the components of a positive life.
4. Identify human strengths and virtues.
5. Explain research, theories, and models of emotions, actions and cognitions that underlie positive experiences.
6. Describe and explain consequences and strategies that correlate with a sense of happiness and well-being.
7. Describe and apply strategies aimed at increasing one’s happiness/subjective well-being and analyze the resulting experience.
8. Describe important steps and explain examples of initiatives designed to bring about a positive world.

3. Required Materials

Text; Ed Diener & Robert Biswas Diener (2008) Happiness: Unlocking the mysteries of Psychological wealth. Blackwell Publishing

Course Pack; Positive Psychology Readings

4. Course Content

This course is an examination of well-being. The student will be introduced to the concepts, models, theories, researchers and research in the field of positive psychology. Topics to be addressed include; emotions, cognition, relationships, work, leisure, character, culture, money, design and social change. The course includes both academic and experiential components. The format of the course consists of lectures, discussions, in-class activities and out of class ‘well-being initiatives’ (assignments designed to illustrate course concepts and have a positive impact on student’s life).

The pre-requisites for this course are Psych 110 and one other psychology course. Students must not take this course without the prerequisites

5. Basis of Student Assessment (Weighting)

In class activities	5%
Four Exams (17.5% each)	70%
Well-being initiatives	25%

In class activities can only be completed in class.

Tests will include multiple choice, fill-in-the blank, short answer and essay question(s).

Well-being assignments are experiential learning assignments designed to improve your well being.

They are due at the beginning of the class on assigned due dates. Late assignments/projects are penalized 5% per day. Note: No assignments/projects will be accepted 2 weeks after due date. Submit assignments via D2L. Course projects must include word count.

6. Grading System

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (<i>For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.</i>)
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services, or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.

TECHNOLOGY POLICY

No electronic devices are allowed during exams. This includes but is not limited to; computers, electronic dictionaries, electronic translators, cell phones, pdas, and other personal electronic devices.

Student's use of lap tops in class is restricted to note taking. Students using their laptops for other purposes will have their laptop privileges revoked.






All cell phones must be turned off during class. Exceptions for emergency purposes only must be discussed with the instructor ahead of time.

Information in this document is up to date and accurate as of printing. Content of this document and structure of the course are subject to change at the discretion of the instructor.

Introduction to Positive Psychology

Readings: Diener

Course Pack

<p>PART 1 FOUNDATIONS</p> <ol style="list-style-type: none"> 1. Science 2. Psychology 3. Concepts 4. Past, Present & Future 5. Principles 	<p>Ch 1 Epilogue Ch 2 p 209-215</p>	<ol style="list-style-type: none"> 1. Science 2. Psychology 3. Definitions 4. Past, Present & Future 5. Principles
<p>PART 2 POSITIVE THOUGHTS</p> <ol style="list-style-type: none"> 6. Perception 7. Perceiving the past and future 8. Perceiving the self 9. Reason 10. Wisdom 11. Creativity 12. Enhancing thoughts: Dialogue and Meditation 	<p>Ch 10 Ch 11</p>	<p>Self-esteem Self efficacy Reason Creative minds Benefits of dialogue Compassion meditation Finding the peace Meditation (Lyubomirsky)</p>
<p>Test #1 Feb 1st</p>		
<p>PART 3 POSITIVE FEELINGS</p> <ol style="list-style-type: none"> 13. Motivation and goals 14. Pleasure 15. Mood 16. Emotions 17. Positive and negative emotions 18. Comfort & Joy 19. Amusement 20. Love 21. Uplifting emotions: Awe, Elevation and Gratification 22. Enhancing feelings 	<p>P 151-162 P 20-24</p>	<p>Goals (Lyubomirsky) Wanting and Liking Pleasure Moods Weekend effect Mood – prosocial behavior Emotions (Compton) Rational Irrationality (Keltner) With age comes peace Laughter the best medicine Love (Keltner) Strange Feelings Flowers, warm weather, nature, grateful</p>
<p>Test #2 March 1st</p>		
<p>PART 4 A POSITIVE LIFESTYLE</p> <ol style="list-style-type: none"> 23. Health 24. Work 25. Wealth 26. Leisure 27. Consumption 28. Relationships 29. Marriage 30. Companions 	<p>Ch 3 Ch 5 Ch 6 Ch 4</p>	<p>Toward a healthy lifestyle Sleep Debt Get the Massage Money buys happiness... Leisure (Compton) Leisure (Wrzesniewski) Unhappy people watch TV Free play for children What drives consumption? Strategies for investing in relationships</p>
<p>Test #3 March 24th</p>		
<p>PART 5 A POSITIVE WORLD</p> <ol style="list-style-type: none"> 31. Spirituality and religion 32. Cultures/Countries 33. Improving Society 34. Change agents/ Social Entrepreneurs 35. Designing products 36. Designing places 37. Conclusions 	<p>Ch 7 Ch 8 Ch 13</p>	<p>Eastern Perspectives Can we be secure? (Layard) Scandinavian Advantage Accentuating the positive Human factor Vincente readings Greener offices</p>

WELL BEING INITIATIVES

Projects will be graded on writing/grammar/organization, accuracy, completeness and level of reflection

50 GRATITUDES

The common refrain is to 'count your blessings'. Is this sound advice? Does reflecting on how good we have it improve our subjective well being?. For this assignment you are to write out 50 things in your life you are grateful for. For each one give a one sentence explanation. For example: Bike rides. Gives me exercise, time to think and fresh air.

Include people, personal qualities, possessions, aspects of society, etc.

Due Jan 20th

Choose one of the following three. Length approx 350 words. Due Feb 8th

1. HAPPY BODY, HAPPY HEART

Most assume that our actions are the result of how we feel. Sometimes it is the other way around.

For one day, regardless of how you feel, act like you are very happy. Stand tall, breath deep, smile regularly, have a spring in your step, look at people, if appropriate hug, dance, whistle/hum, and laugh. At the end of the day reflect on (write) how easy difficult it was, others reactions, your feelings, how well you carried out the task. As well, describe what you did.

2. POSITIVE PERSON INTERVIEW

Think about someone who is the most positive person you know. Ask for an interview. Over the phone or face to face ask them about their life and personal philosophy. What contributes to their positive outlook? Is it always positive? How would they describe what's important in life? Their personal philosophy? (As well as other important questions). In your write up describe 3-5 of the better questions and a summary of their answers to each. At the end include a section of your reflection - what you learned/realized.

3. NEW EXPERIENCES

People rarely flourish when they stick to the same old routine. Growing means trying new things. Complete three different new experiences in one day. For example: strike up a conversation with a stranger, walk/bike/drive through a new part of town, try a new food, listen to a completely different radio station, shop in a totally different store, new service (massage, manicure, facial, new gym, etc.), read a new type of magazine, etc.

LONG TERM

- These well-being activities will be completed over the course of three weeks. You will record your actions and feelings in a diary. Date each entry. D2L has a journal function.
- Your report will have two parts: a) at least 4 actual and important examples of journal entries b) a 400-500 word reflection on this exercise. Address questions like: How easy was it to complete? Could this become a regular part of your life? What impact does it have on your energy? thoughts? feelings? relationships? What would you change? DO NOT structure your report as a simple question-answer format.
- Choose one just one. Due March 29

1. MEDITATION

Follow the directions in the Lyubomirsky reading. Try one of three different kinds of meditation.

- Quiet mind meditation. Empty your mind. Let all thoughts and images disappear. If something pops into your head let it in and pass right through - empty your mind again. Some people find it easier to prevent other thoughts by holding onto one simple thought; a word, image, experience of breathing.
- Mindfulness meditation. Watch your thoughts and feelings without judging them. Nonattachment.
- Loving-kindness meditation. Fill your mind and heart with love and kindness for others.

Meditate for 10 minutes the first day and progressively add a few minutes each day.

Journal on your experiences every three days.

2. ALTERNATIVE INTERPRETATIONS

This is a writing activity. Every third day, write down three things that happened over the previous 3 days that annoyed/ upset you.

For each one write down: 1. what happened. 2. how you interpreted it. 3. how you felt. Then for each one write down a fairly detailed alternative POSITIVE interpretation. Think about how this is actually a good thing, how it makes you stronger, how it could be beneficial and helpful in your growth.

3. ENHANCING RELATIONSHIPS: Positive messages

Healthy relationships require many times more positive messages than negative (Gottman ratio). In your relationship, think of how you could incorporate 2 or 3 new examples of each of the following; expressions of gratitude, appropriate touch, capitalization (sharing in their excitement/enthusiasm), kindness, messages of affection, sharing your life/experiences with them, and active listening. Focus on the categories you are not currently exploiting. Incorporate at least one of these per day, journal every 3 days.

Choose one of the following two. Due April 12th

STRENGTHS

Discover your strengths by filling out an online questionnaire at www.authentic happiness.sas.upenn.edu/ Scroll down until you see VIA Signature Strengths Questionnaire and click on it (NOT the brief strengths test). You will have to enter an e-mail address and create a password. This will take about 30-60 minutes - about 240 questions. Print out your results. In your write up list the top 5 strengths, comment on how surprised or not you were, comment on a strength that ended up near the bottom. Describe three ways you could incorporate using your strengths more in your life; your school, your job, past-times, relationships.

SOCIAL ADVANCEMENT

Research and write about one social innovation. You will give a 1-2 minute verbal presentation to the class, and hand in a one page summary.