Course Outline

Programme Title	:	All Undergraduate Programmes
Programme QF Level	:	5
Course Title	:	Positive Psychology
Course Code	:	GEK1016
Department	:	Psychology
Credit Point	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	EMI
Course Level	:	1

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. **Course Synopsis**

   This course aims at equipping students with knowledge in the major concepts and theories in positive psychology and skills to improve their psychological well-being, satisfaction, happiness and quality of life. Some key constructs in positive psychology will be highlighted and thoroughly discussed in the course. They are resilience, optimism and hope, flow, self-efficacy, elements in positive relationships (which include altruism, empathy, gratitude and forgiveness), and emotional competence. Drawing upon relevant theories and practices in the field of positive psychology, this course adopts the strength-based approach. Students will learn to identify their strengths and develop positive attitudes, purposes and engagement in their lives. In the course, students will have the opportunities to reflect on their life experiences and will be encouraged to apply the learned skills and attitudes to contribute to their present and future life contexts, such as family, schools, communities, and workplaces.

2. **Course Intended Learning Outcomes (CILOs)**

   Upon completion of this course, students will be able to:

   CILO$_1$: Describe and explain major concepts and theories in positive psychology;

   CILO$_2$ Identify their own strengths and adopt positive values and attitudes in life;

   CILO$_3$: Reflect on past experiences and apply the strength-based approach to deal with everyday conflicts, difficulties and challenges;

   CILO$_4$: Apply constructive feedback in communications to enhance interpersonal relationship;

   CILO$_5$: Advocate positive psychology constructs in their communities.

3. **Contents, CILOs and Teaching & Learning Activities**

Course Contents	CILOs	Suggested Teaching & Learning Activities
The fundamentals of positive psychology • Well-being, satisfaction, happiness, quality of life • Positive climates for learning, leading, and living • Positive youth development and self-esteem	CILO$_1$	Lectures, Discussions, Case studies, Role plays
Strength-based approach to life experience • Ecological system theory of development • Strengths-based approach • Personal reflection • Constructive comments	CILO$_{1-4}$	Lectures, Simulation Games, Multi-media storytelling, Self-reflection, Discussions, Writing constructive comments, Design activities
Some key constructs in positive psychology: • Resilience • Optimism and hope	CILO$_{1-4}$	Lectures, Videos, Class presentations, Discussions, Design activities

• Flow • Self-efficacy • Positive relationships (altruism, empathy, gratitude and forgiveness) • Emotional competence • Spirituality Positive psychology in different cultural contexts		
Pursuit of happiness • Journey of change • Invitational leadership	$CILO_{1-5}$	Lectures, Poster presentations, Discussions

4. **Assessment**

Assessment Tasks	Weighting (%)	CILO
(a) Group Presentation: Students are divided into small groups. Each group is responsible for a 20-25-minute presentation of a prescribed construct of positive psychology. Each group is assigned to watch a movie related to positive psychology. Students need to summarize the movie and identify at least one of the positive psychology constructs portrayed in the movie. Students also need to suggest ways to promote this construct in their community.	40%	$CILO_{1-5}$
(b) Individual Online Activities: Four activities will be distributed throughout the course. Each activity requires students to do something special such as writing a letter to someone, trying out something new in your life, etc. The course lecturer will open the group posts for each activity. Each student is expected to leave 1 comment for each activity. Students will get a maximum of 20 points of the final grade.	20%	$CILO_5$
(c) Individual Assignment: Each student needs to write a story about one of the most challenging issues in his/her life so far and share how he/she went through the difficult moment. He/She needs to propose an alternative that may lead to a more positive outcome by using positive psychology knowledge. (1,200 – 1,500 words).	40%	$CILO_{1-4}$

5. Required Text(s)

Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2018). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, Calif.: SAGE.

6. Recommended Readings

Csikszentmihályi, M. (1997). *Finding flow: The psychology of engagement with everyday life*. New York: Basic Books.

Csikszentmihályi, M., & Csikszentmihályi, I. S. (2006). *A life worth living: Contributions to positive psychology*. Oxford: Oxford University Press.

Csikszentmihalyi, M. (2014). *Applications of flow in human development and education: The collected works of Mihaly Csikszentmihalyi*. Dordrecht: Springer.

Diener, E. & Emmons, R. and Larsen, R. and Griffin, S. (1985). The satisfaction with life scale. *Journal of Personality Assessment, 49, 1-5*. SSRN: https://ssrn.com/abstract=2199190

Fletcher, D. & Sarkar, M. (2013). Psychological resilience: A review and critique of definitions, conceptions, and theory. *European Psychologist*, *18*, 12-23.

Gander, F., Proyer, R. T., & Ruch, W. (2018). A placebo-controlled online study on potential mediators of a pleasure-based positive psychology intervention: The role of emotional and cognitive components. *Journal of Happiness Studies: An Interdisciplinary Forum on Subjective Well-Being*, *19*(7), 2035–2048. https://doi.org/10.1007/s10902-017-9909-3

Grenville-Cleave, B. (2012). *Positive psychology: A practical guide*. London: Icon Books.

Gysbers, N. C., & Lapan, R. T. (2009). *Strengths-based career development for school guidance and counseling programs*. Chelsea, MI: Counseling Outfitters.

Huppert, F. A. & So, T. T. C. (2013). Flourishing across Europe: Application of a new conceptual framework for defining well-being. *Social Indicators Research*. *110*(3)*,* 837-861.

Ivtzan, I, Chan, C. P. L., Gardner, H. E., & Prashar, K. (2013). Linking religion and spirituality with psychological well-being: Examining self-actualisation, meaning in life, and personal growth initiative. *Journal of Religion & Health, 52*(3), 915-29.

Jouybari, M. M., & Mirhashemi, M. (2019). Effectiveness of teaching coping skills according to CBT based on positive psychology on hope of high school students with adjustment problems. *Psychological Research*, *21*(1), 97–112.

Lambert, L., Passmore, H.-A., & Joshanloo, M. (2019). A positive psychology intervention program in a culturally-diverse university: Boosting happiness and reducing fear. *Journal of Happiness Studies: An Interdisciplinary Forum on Subjective Well- Being*, *20*(4), 1141–1162. https://doi.org/10.1007/s10902-018-9993-z

Larson, R. W. (2000). Toward a psychology of positive youth development. *American Psychologist, 55*(1)*,* 170- 183.

Lopez, S. J. (Ed.) (2008). *Positive psychology: Exploring the best in people*. Westport, Conn.: Praeger.

Lyubomirsky, S. & Layous, K. (2013). How do simple positive activities increase well-being? *Current Directions in Psychological Science, 22*(1), 57-62.

Macaskill, A. & Denovan, A. (2013). Developing autonomous learning in first year university students using perspectives from positive psychology. *Studies in Higher Education, 38*(1), 124-142.

Park, N., & Peterson, C. (2008). Positive psychology and character strengths: Application to strengths-based school counseling. *Professional School Counseling*, *12*(2), 85-92.

Purkey, W. W., & Siegel, B. L. (2013). *Becoming an invitational leader: A new approach to professional and personal success*. Atlanta, GA: Humanics Trade Group.

Schlechter, A. D., O'Brien, K. H., & Stewart, C. (2019). The positive assessment: A model for integrating well-being and strengths-based approaches into the child and adolescent psychiatry clinical evaluation. *Child and Adolescent Psychiatric Clinics of North America*, *28*(2), 157–169. https://doi.org/10.1016/j.chc.2018.11.009

Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist. 55*(1)*,* 5-14.

Shek, D. T. L., & Sun, R. C. F. (2013). *Development and evaluation of positive adolescent training through holistic social programs (P.A.T.H.S.)*. Singapore: Springer.

Shogren, K. A., Lopez, S. J., Wehmeyer, M. L., Little, T. D., & Pressgrove, C. L. (2006). The role of positive psychology constructs in predicting life satisfaction in adolescents with and without cognitive disabilities: An exploratory study. *The Journal of Positive Psychology*, *1*(1)*,* 37-52.

Snyder, C. R., Lopez, S. J., Shorey, H. S., Rand, K. L., & Feldman, D. B. (2003). *Hope theory, measurements, and applications to school psychology*. School Psychology Quarterly. *18*(2), 122-139.

Veenhoven, R. (2015). Social conditions for human happiness: A review of research. *International Journal of Psychology*, *50*(5), 379–391. https://doi.org/10.1002/ijop.12161

7. Related Web Resources

Chinese Positive Psychology: Future Directions <http://www.drpaulwong.com/chinese-positive-psychology-future-directions/>

International Alliance for Invitational Education <http://www.invitationaleducation.net/>

Positive Psychology Center <http://www.positivepsychology.org/>

Positive Psychology UK <http://positivepsychology.org.uk/>

8. Related Journals

The Journal of Positive Psychology
Journal for Invitational Theory and Practice
American Psychologist
Journal of Happiness Studies

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

10. Others

Nil