

## Positive Psychology: PSYO 349-101- 2018 Winter Term 2

Mondays and Wednesdays, 2:00pm to 3:20pm, LIB 312

**Instructor:** Holli-Anne Passmore, PhD Candidate, Sessional Instructor  
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**Office Hours:** Mondays & Wednesdays, noon to 1:30pm and 3:30pm to 5:00pm  
or by appointment- just email me  
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**Course Description:** Positive Psychology is the scientific study of well-being. It focuses on the nature, development, and impact of character strengths, emotions, thoughts, behaviours, and environments that foster flourishing in individuals, society, and the environment. Within positive psychology, well-being is defined as more than “happiness” - well-being refers to feeling good and functioning well at a broad level.

**Course Objectives:** This course is designed to teach students about the science of well-being. Students will learn about theoretical frameworks grounding the positive psychology, seminal and recent latest research and academic discussions regarding a broad range of topics within positive psychology, in addition to applications of positive psychology. Learning will occur through lecture presentation, class discussions and in-class activities, experiential assignments, and guest lectures.

**Required Textbook:** None. See assigned readings list below. All Assigned Readings are freely accessible at: <https://nobascholar.com/books/1> OR you can download them on the Canvas site



## Grade Evaluation:

<b>In-class activities</b>	<b>5%</b>	<b>throughout semester</b>
There are 10 in-class activities, each worth .5% for a total of 5%. See grading criteria below.		
<b>Experiential Assignments</b>	<b>10%</b>	<b>Due: 7:00am</b> dates as per below
1. A week after Lecture 3 on Character Strengths:		<b>Wednesday, January 16</b>
2. A week after Lecture 6 on Meaning in Life:		<b>Wednesday, January 23</b>
3. A week after Lecture 9 on Biology of Well-Being   Gratitude:		<b>Wednesday, February 6</b>
4. A week after Lecture 10 on The Upside of Your Dark Side:		<b>Wednesday, February 13</b>
5. A week after Lecture 15 on Self Control:		<b>Wednesday, March 13</b>
There are 5 experiential, take-home assignments, each worth 2%, for a total of 10%. See grading criteria below		
<b>Formal Paper Assignment</b>	<b>25%</b>	<b>Wednesday, April 3, 11pm</b>
<b>Midterm 1</b>	<b>20%</b>	<b>Monday, January 28</b>
Includes material from assigned readings and material for Lectures 1 to 7		
<b>Midterm 2</b>	<b>20%</b>	<b>Monday, March 4</b>
Includes material from assigned readings and material for Lectures 8 to 14		
<b>Final</b>	<b>20%</b>	<b>TBA*</b>
Focuses on material from assigned readings and material for Lectures 15 to 23		
<b>BONUS credits</b>	<b>2%</b>	<b>SONA study(s)</b>

### Final exam date TBA.

\* Students must verify the date, time, and location when the Final Exam Schedule is posted.

**Attendance and participation:** *Attending class is a critical component of this course.* You will not have access to all the information presented and discussed in class unless you attend. Please contact me ahead of time, or as soon as possible, if an unavoidable situation arises that prevents you from attending class. *Class discussion is another critical component of this course.* Students are expected to read, and think about, the assigned reading(s) **prior** to each class, and to participate in class discussions. **This is in addition to the in-class activities described below.**

**Assigned readings:** Please see the list below. *NOTE:* There are assigned readings for most, but not all, classes! Assigned reading are meant to complement and add to the information presented in class. Sometimes the assigned reading material will be on a different topic than presented in lecture material.

Most classes with an assigned reading will start with class discussion on a question about that reading. The question will be posted at the start of class. The class will be divided into groups of 5 for these discussions. These discussion will take about 15 to 20 minutes. The class then reconvene as a whole to discuss briefly (5 to 10 minutes) what came up in the small-group discussions.

I have also listed the readings that lecture materials are based on – these are *NOT* required reading. If you attend lecture you will have the information you need. These readings are listed here for you supplemental information. You can gain a broader understanding if you choose to also read these article. Plus, in the even that you miss a lecture, you can gain the most of (but not all) the knowledge presented from by reading these articles and referring to the powerpoints that will be posted after each class.

**In-Class Activities:** These activities (worth 0.5% for each in-class activity for a total of 5%) are interspersed throughout classes over the semester. There will be a total of 10 classes throughout the semester in which a for-credit in-class activity will occur. **These classes are not announced in advance.** You are invited to complete any missed activities for your own learning and benefit; these will be made available on the course website after each class they occurred in.

Grading for these for-credit in-class activities will be either Complete or InComplete: so either you were in class and did the activity (1%) or you weren't in class and missed the activity (0%).

**Experiential Assignments:** There are five (brief) experiential assignments worth 10% of your course mark (each assignment is worth 2%). These assignments are described in detail below and are due as per the schedule noted above. *You are strongly encouraged to wait to start/complete each assignment until each assignment is introduced in class within the context of the lecture material; you will the most out of the assignments that way.* Nonetheless, so that you can plan your schedules accordingly for the semester, details are the five assignments are included below. Detailed grading criteria is also included.

These assignments are designed for you to experience a sample of Positive Psychology Interventions. Of course, it is hoped that these assignments will also enhance your well-being, in addition to enhancing your understanding of the topic. These assignments are meant to be fun, to promote both critical and creative thinking, to help you integrate and apply course information into your own life, and, while requiring a honest effort, are not meant to be overly taxing.

**Formal Paper Assignment:** This assignment is designed to enhance your understanding of a topic of your choice relevant to Positive Psychology, in addition to providing you with an opportunity to enhance your literature review, writing, and formatting skills. You will also gain experience in exercising both critical and creative thinking. This paper is worth 25% of the total course mark. This paper is due one week before the last class of the semester. It is my intention to grade these papers during the last two weeks of the semester so that you are going into the final exam knowing your grade in the course less, of course, your grade on the final exam. Late submissions (up to date of the final exam) will incur a 5% per day penalty.

This formal paper assignment is a Mini-Literature Review in academic writing style in APA format. See below for details/requirements of this paper along with a detailed grading criteria.

**Exams:** Exams will be based on the assigned readings, information presented in class lectures, and class discussions. Questions will be multiple choice and short-answer format. As noted above, Midterm 1 will cover material from readings and lectures 1 to 7; Midterm 2 will cover material from readings and lectures 8 to 14. The final will focus mainly on readings and lectures from lectures 15 to 23, but there will be a small component that will require knowledge from the entire course. Specifics of the mid-terms and final exam will be clarified in class.



## Class policies – please note!

**Electronic devices:** Cell phones and other electronic devices **are to be turned OFF** during class and during exams (except under exceptional circumstances in which I have granted approval). Laptop use is permitted **ONLY** for taking class notes. Classes **may not** be audio or video recorded, except with permission, which will only be granted for special circumstances.

REPORT

# For better learning in college lectures, lay down the laptop and pick up a pen

Susan M. Dynarski · Thursday, August 10, 2017

*These policies are based on research evidencing that when students use laptop/cell phones in class (particularly for purposes other than note taking) – not only does the individual student learn less and earn lower grades, so do the students sitting around them!, even if you are looking up class-related material! It is a distraction—for you and for those around you.*

[https://www.brookings.edu/research/for-better-learning-in-college-lectures-lay-down-the-laptop-and-pick-up-a-pen/?utm\\_medium=social&utm\\_source=facebook&utm\\_campaign=es](https://www.brookings.edu/research/for-better-learning-in-college-lectures-lay-down-the-laptop-and-pick-up-a-pen/?utm_medium=social&utm_source=facebook&utm_campaign=es)

- Fried, C. B. (2008). In-class laptop use and its effects on student learning. *Computers & Education*, 3, 916-914.
- Hembrooke, H., & Gay, G. (2003). The laptop and the lecture: The effects of multitasking in learning environments. *Journal of Computing in Higher Education*, 15, 46-64.
- Kraushaar, J. M., & Novak, D. C. (2010). Examining the effects of student multitasking with laptops during lecture. *Journal of Information Systems Education*, 21, 241-251.
- Ravizza, S. M., Uitvlugt, M. G., & Fenn, K. M. (2017). Logged in and zoned out: How laptop internet use relates to classroom learning. *Psychological Science*, 28, 171-180.
- Sana, F., Weston, T., & Cepeda, N. J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers & Education*, 62, 24-31.

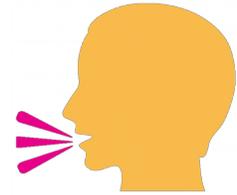
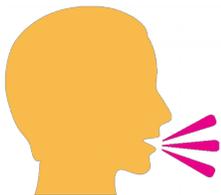
**Classroom conduct:** A critical component of this course is class discussion. It is expected that all students will at all times demonstrate respect for others' opinions and patience and common courtesy

when others are speaking. **Please remember that some students (and the instructor!) may have difficulty hearing; side conversations by students exacerbate this difficulty to attend to and hear class discussion and instruction.**

Participation in class is **HIGHLY** encouraged and welcome.

Engaged students make for a more enjoyable class for everyone,

and better learning for everyone – including your instructor! Make comments! Question! Classrooms are meant to be *interactive dialogues* between the professor and students as much as possible.



**Late assignments:** Refer to the details for assignments (below) for policies.

**Missed midterm exam policy:** It is your responsibility to keep up with class work if you are absent from class. Absence from class will not be accepted as a legitimate reason for failure to attend a midterm exam on time. **You must contact the instructor prior to missing an midterm exam to determine whether you qualify for an excused absence.** Except for institutional and religious observances reasons, there is NO GUARANTEE of being able to write the midterm exam out of time. **Out-of-time exams are covered by the UBC academic honesty policy, which means that you must not discuss the upcoming exam with anyone who has already taken the test, or discuss an exam you have taken early with classmates.** I will usually for written proof of your reason to miss the mid-term, where possible.

If you miss a midterm because of illness (medical note required) or other circumstances approved by the instructor, then a deferred exam will be given. If at all possible, you must arrange this with the instructor *before* the exam. Students who do not write the exam or who do not contact me *before* the exam (except in exceptional circumstances) will receive a “0” on the exam.

If ill health is an issue, you are encouraged to seek attention from a health professional. [Campus Health](#) and [Counselling](#) will normally provide documentation only to students who have been seen previously at these offices for treatment or counselling specific to conditions associated with their academic difficulties. Students who feel that requests for consideration have not been dealt with fairly by their instructors may take their concerns first to the Head of the discipline, and if not resolved, to the Office of the Dean. Further information can be found at:  
<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0>.

### Course Grade Criterion:

%	Letter Grade
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
55-59	C-
50-54	D
0-49	F

Final grades will be based on the evaluations listed above and the final grade will be assigned according to the standardized grading system outlined in the UBC Okanagan Calendar. The Barber School reserves the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department, or the school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department, or school (<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014>).

## **FINAL EXAM PERIOD April 8<sup>th</sup> to April 26<sup>th</sup> inclusive**

Except in the case of examination clashes and hardships (three or more formal examinations scheduled within a 24-hour period) or unforeseen events, students will be permitted to apply for out-of-time final examinations only if they are representing the University, the province, or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support themselves or their family; or caring for a family member. Unforeseen events include (but may not be limited to) the following: ill health or other personal challenges that arise during a term and changes in the requirements of an ongoing job. Further information on Academic Concessions can be found under Policies and Regulations in the *Okanagan Academic Calendar*

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0>. Out-of-time examination forms can be found at (<http://ikbsas.ok.ubc.ca/students/undergrad/forms.html>) and must be sent to the Dean's office.

**ACADEMIC INTEGRITY:** The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the policies and procedures, may be found at:

<http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0> . If you have any questions about how academic integrity applies to this course, please consult with your professor. A current version of the above integrity statement can be found as a pdf in the following link:  
<http://web.ubc.ca/okanagan/ikbarberschool/facultystaff/forms.html>.

**DISABILITY SERVICES:** If you require disability-related accommodations to meet the course objectives, please contact the Coordinator of Disability Resources located in the Student Development and Advising area of the student services building. For more information about Disability Resources or academic accommodations, please visit the website. The Disability Resource Centre ensures educational equity for students with disabilities and chronic medical conditions. If you have a disability or have an injury or illness and require academic accommodations to meet the course objectives, please contact Earllene Roberts, the Diversity Advisor for the Disability Resource Centre located in the University Centre building (UNC 214). **UNC 214** 250.807.9263 email [earllene.roberts@ubc.ca](mailto:earllene.roberts@ubc.ca) Web: [www.students.ok.ubc.ca/drc](http://www.students.ok.ubc.ca/drc)

**EQUITY, HUMAN RIGHTS, DISCRIMINATION AND HARASSMENT:** UBC Okanagan is a place where every student, staff and faculty member should be able to study and work in an environment that is free from human rights-based discrimination and harassment. UBC prohibits discrimination and harassment on the basis of the following grounds: age, ancestry, colour, family status, marital status, physical or mental disability, place of origin, political belief, race, religion, sex, sexual orientation or unrelated criminal conviction. If you require assistance related to an issue of equity, discrimination or harassment, please contact the Equity Office, your administrative head of unit, and/or your unit's equity representative. UBC Okanagan Equity Advisor: ph. 250-807-9291; email [equity.ubco@ubc.ca](mailto:equity.ubco@ubc.ca) . Web: [www.ubc.ca/okanagan/equity](http://www.ubc.ca/okanagan/equity)

## Lecture Schedule & Assigned Readings

All Assigned Readings are freely accessible at: <https://nobascholar.com/books/1>  
OR you can download them from the Canvas site

### **Material for Midterm 1 Exam:**

#### **01. Introduction: Wednesday, January 2**

##### Assigned Reading:

- No assigned reading for this class.

##### Readings lecture material is based on:

- Seligman, M. E. P., & Csikszentmihlyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55, 5-14.
- Gable, S. L., & Haidt, J. (2005). What (and why) is positive psychology. *Review of General Psychology*, 9, 103-110.

#### **02. Broaden and Build Theory: Monday, January 7**

##### Assigned Reading:

- McMahon, D. M. (2018). From the Paleolithic to the present: Three revolutions in the global history of happiness. In E. Diener, S. Oishi, & L. Tay (Eds.), *Handbook of well-being*. Salt Lake City, UT: DEF Publishers. DOI:nobascholar.com [10 pages including references]

##### Readings lecture material is based on:

- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The Broaden-and-Build theory of positive emotions. *American Psychologist*, 56, 218-226.
- Conway, A. M., Tugade, M. M., Catalino, K. I., & Fredrickson, B. L. (2012). The Broaden-and-Build theory of positive emotions: Form, function, and mechanisms. In S. David, I. Boniwell, & A. C. Ayers (Eds.), *The Oxford Handbook of Happiness* (pp. 17-34). Oxford University Press.

#### **03. Character Strengths: Wednesday, January 9**

##### Assigned Reading:

- Tov, W. (2018). Well-being concepts and components. In E. Diener, S. Oishi, & L. Tay (Eds.), *Handbook of well-being*. Salt Lake City, UT: DEF Publishers. DOI:nobascholar.com [15 pages including references]

##### Readings lecture material is based on:

- McGrath, R. E. (2015). Character strengths in 75 nations: An update. *Journal of Positive Psychology*, 10, 41-52.
- Biswas-Diener, R., Kashdan, T. B., & Minhas, G. (2011). A dynamic approach to psychological strength development and intervention. *Journal of Positive Psychology*, 6, 106-118.

#### **04. Implicit Theories, Valuing Happiness, & Prioritizing Positivity: Monday, January 14**

##### Assigned Reading:

- Margolis, S., & Lyubomirsky, S. (2018). Cognitive outlooks and well-being. In E. Diener, S. Oishi, & L. Tay (Eds.), *Handbook of well-being*. Salt Lake City, UT: DEF Publishers. DOI:nobascholar.com [16 pages including references]

##### Readings lecture material is based on:

- Howell, A. J. (2016). Implicit theories of personal and social attributes: Fundamental mindsets

for a science of well-being. *International Journal of Wellbeing*, 6, 113-130.

- Howell, A. J., Passmore, H.-A., & Holder, M. D. (2016). Implicit theories of well-being predict well-being and the endorsement of therapeutic lifestyle changes. *Journal of Happiness Studies*, 17, 2347-2363.
- Passmore, H.-A., Howell, A. J., & Holder, M. D. (2017). Positioning implicit theories of well-being within a positivity framework. *Journal of Happiness Studies*. doi.10.1007/s10902-017-9934-2

#### **05. Self-Determination Theory, Eudaimonia, & Hedonia: Wednesday, January 16**

##### Assigned Reading:

- Heintzelman, S. J. (2018). Eudaimonia in the contemporary science of subjective well-being: Psychological well-being, self-determination, and meaning in life. In E. Diener, S. Oishi, & L. Tay (Eds.), *Handbook of well-being*. Salt Lake City, UT: DEF Publishers. DOI:nobascholar.com [15 pages including references]

##### Readings lecture material is based on:

- Huta, V. (2013). Pursuing eudaimonia versus hedonia: Distinctions, similarities, and relationships. In A. Waterman (Ed.), *The best within us: Positive psychology perspectives on eudaimonic functioning* (pp. 139-158). APA Books.
- Huta, V. (2013). Eudaimonia. In S. David, I. Boniwell, & A. C. Ayers (Eds.), *Oxford handbook of happiness* (pp. 201-213). Oxford: Oxford University Press.

#### **06. Meaning in Life: Monday, January 21**

##### Assigned Reading:

- Zacher, H., & Staudinger, U. M. (2018). Wisdom and well-being. In E. Diener, S. Oishi, & L. Tay (Eds.), *Handbook of well-being*. Salt Lake City, UT: DEF Publishers. DOI:nobascholar.com [15 pages including references]

##### Readings lecture material is based on:

- Steger, M. F. (2012). Experiencing meaning in life: Optimal functioning at the nexus of well-being, psychopathology, & spirituality. In P. T. P. Wong (Ed.) *The human quest for meaning: Theories, research, and applications* (pp. 165-184). New York, NY: Taylor & Francis.
- Baumeister, R. F., Vohs, K. D., Aaker, J. L., & Garbinsky, E. N. (2013). Some key differences between a happy life and meaningful life. *Journal of Positive Psychology*, 8, 505-516.
- Martela, F., & Steger, M. F. (2016). The three meanings of meaning in life: Distinguishing coherence, purpose, and significance. *Journal of Positive Psychology*, 11, 531-545. [11 pages]

#### **07. Attachment Theory – Relationships: Wednesday, January 23**

##### Assigned Reading:

- No assigned reading for this class.

##### Readings lecture material is based on:

- Guest Lecture (Note: Last year this guest lecturer got rave reviews, so I have invited her again.)

#### **Exam 1: Lectures 1 to 7 inclusive: Monday, January 28**

## **Material for Midterm 2 Exam:**

### **08. Nature and Well-Being: Wednesday, January 30**

#### Assigned Reading:

- McMahan, E. A. (2018). Happiness comes naturally: Engagement with nature as a route to positive subjective well-being. In E. Diener, S. Oishi, & L. Tay (Eds.), *Handbook of well-being*. Salt Lake City, UT: DEF Publishers. DOI:nobascholar.com [15 pages including references]

#### Readings lecture material is based on:

- Capaldi, C. A., Passmore, H.-A., Nisbet, E. K., Zelenski, J. M., & Dopko, R. L. (2015). Flourishing in nature: A review of the benefits of connecting with nature and its application as a wellbeing intervention. *International Journal of Wellbeing*, 5, 1-16.

### **09. Biology of Happiness and Gratitude: Monday February 4**

#### Assigned Reading:

- Luhmann, M., & Intelisano, S. (2018). Hedonic adaptation and the set point for subjective well-being. In E. Diener, S. Oishi, & L. Tay (Eds.), *Handbook of well-being*. Salt Lake City, UT: DEF Publishers. DOI:nobascholar.com [26 pages including references]

#### Readings lecture material is based on:

- Diener, E. (2008). Myths in the science of happiness, and directions for future research. In M. Eid & R. J. Larsen, (Eds.). *The science of subjective well-being* (pp.493-514). New York: Guilford Press.
- <http://www.edbatista.com/2017/12/understanding-the-pie-chart-in-the-how-of-happiness.html>
- Peterson, C. *Pursuing the good life: 10 reflections on positive psychology*. Oxford: Oxford University Press.
- Peterson, C. (2011). Heritability and happiness: Heritability estimates apply to groups and not to individuals. *Psychology Today, Blog Posting*. Retrieved from <https://www.psychologytoday.com/ca/blog/the-good-life/201101/heritability-and-happiness>
- Emmons, R. A., & Stern, R. (2013). Gratitude as a psychotherapeutic intervention. *Journal of Clinical Psychology: In Session*, 69, 846-855.
- Wood, A. M., Frosh, J. J., & Geraghty, A. W. A. (2010). Gratitude and well-being: A review and theoretical integration. *Clinical Psychology Review*, 30, 890-905.
- Watkins, P. C., Scheer, J., Ovnicek, M., & Kolts, R. (2006). The debt of gratitude: Dissociating gratitude and indebtedness. *Cognition and Emotion*, 20, 217-241.
- Lyubomirsky, S. (2017). Whither happiness? When, how, and why might positive activities boost versus undermine well-being? *Stanford Colloquium Talk*. <https://www.psychologytoday.com/ca/blog/the-good-life/201101/heritability-and-happiness>
- Sin, N. L., Della Porta, M. D., & Lyubomirsky, S. (2011). Tailoring positive psychology interventions to treat depressed individuals. In S. I. Donaldson, M. Csikszentmihalyi, & J. Nakamura (Eds.), *Applied positive psychology: Improving everyday life, health, schools, work, and society* (pp. 79-86.) New York: Routledge.
- Layous, K., Sweeney, K., Armenta, C., Na, S., Choi, I., & Lyubomirsky, S. (2017). The proximal experience of gratitude. *PLoS One*, 12, e1-26.

## **10. The Upside of Your Dark Side: Wednesday, February 6**

### Assigned Reading:

- Videos assigned to watch at home.
  - Robert Biswas-Diener: [https://www.youtube.com/watch?v=yaG\\_vSWgyqs](https://www.youtube.com/watch?v=yaG_vSWgyqs)
  - Todd Kashdan: <https://vimeo.com/107934702>

## **11. Mindfulness: Monday, February 11**

### Assigned Reading:

- No assigned reading for this class.

### Readings lecture material is based on:

- Guest Lecture (TBA)

## **12. Materialism: Wednesday, February 13**

### Assigned Reading:

- Mogilner, C., Whillans, A., & Norton, M. I. (2018). Time, money, and subjective well-being. In E. Diener, S. Oishi, & L. Tay (Eds.), *Handbook of well-being*. Salt Lake City, UT: DEF Publishers. DOI:nobascholar.com [17 pages including references]

### Readings lecture material is based on:

- Kasser, T. (2016). Materialistic values and goals. *Annual Review of Psychology*, 67, 489-514.

## **READING WEEK BREAK -NO CLASSES, MONDAY-FRIDAY, FEBRUARY 18-22**

## **13. Therapeutic Lifestyle Choices and Person-Activity Fit: Monday, February 25**

### Assigned Reading:

- Kuykendall, L., Boemerman, L., & Zhu, Z. (2018). The importance of leisure for subjective well-being. In E. Diener, S. Oishi, & L. Tay (Eds.), *Handbook of well-being*. Salt Lake City, UT: DEF Publishers. DOI:nobascholar.com [15 pages including references]

### Readings lecture material is based on:

- Walsh, R. (2011). Lifestyle and mental health. *American Psychologist*, 66, 579-592.
- Layous, K., & Lyubomirsky, S. (2014). The how, why, what, when, and how of happiness: Mechanisms underlying the success of positive activity interventions. In J. Gruber & J. T. Moskowitz (Eds.) *Positive emotion: Integrating the light sides and dark sides* (pp. 473-495). Oxford: Oxford University Press.

## **14. Awe: Wednesday, February 27**

### Assigned Reading:

- No assigned for this class.

### Readings lecture material is based on:

- Keltner, D., & Haidt, J. (2003). Approaching awe, a moral, spiritual, and aesthetic emotion. *Cognition and Emotion*, 17, 297-314.
- Piff, P. K., Dietze, P., Feinberg, M., Stancato, D. M., & Keltner, D. (2015). Awe, the small self, and prosocial behavior. *Journal of Personality and Social Psychology*, 108, 883-899.

## **Exam 2: Lectures 8 to 14 inclusive: Monday, March 4**

## **Material for Final Exam:**

### **15. Self-Control: Wednesday, March 6**

#### Assigned Reading:

- Kaftan, O. J., & Freund, A. M. (2018). The way is the goal: The role of goal focus for successful goal pursuit and subjective well-being. In E. Diener, S. Oishi, & L. Tay (Eds.), *Handbook of well-being*. Salt Lake City, UT: DEF Publishers. DOI:nobascholar.com [20 pages including references]

#### Readings lecture material is based on:

- De Ridder, D., & Gillebaart, M. (2017). Lessons learned from trait self-control in well-being: Making the case for routines as important components of trait self-control. *Health Psychology Review, 11*, 89-99.
- Wagner, D. D., & Heatherton, T. F. (2015). Self-regulation and its failure: The seven deadly threats to self-regulation. In M. Mikulincer & P. R. Shaver (Eds.) *APA Handbook of Personality and Social Psychology: Volume 1 – Attitudes and Social Cognition* (pp. 805-842). Washington: APA.
- Burnette, J. L., O'Boyle, E. H., Van Epps, E. M., Pollack, J. M., & Finkel, E. J. (2013). Mind-sets matter: A meta-analytic review of implicit theories and self-regulation. *Psychological Bulletin, 139*, 655-701.

### **16. Passion: Monday, March 11**

#### Assigned Reading:

- Harms, P. D., Brady, L., Wood, D., & Silard, A. (2018). Resilience and well-being. In E. Diener, S. Oishi, & L. Tay (Eds.), *Handbook of well-being*. Salt Lake City, UT: DEF Publishers. DOI:nobascholar.com [13 pages including well-being]

#### Readings lecture material is based on:

- Vallerand, R. J. (2012). The role of passion in sustainable psychological well-being. *Psychology of Well-Being, 2*, 1-21.
- Briki, W. (2017). Passion, trait self-control, and well-being: Comparing two mediation models predicting wellbeing. *Frontiers in Psychology, 8*, Article 841.
- Vallerand, R. J. (2010). On passion for life activities: The dualistic model of passion. *Advances in Experimental Social Psychology, 42*, 97-193.

### **17. Positive in Positive Psychology: Wednesday, March 13**

#### Assigned Reading:

- No assigned reading for this class.

#### Readings lecture material is based on:

- Pawelski, J. O. (2016). Defining the 'positive' in positive psychology: Part II. A normative analysis. *Journal of Positive Psychology, 11*, 357-365.

### **18. Balance in Positive Psychology: Monday, March 18**

#### Assigned Reading:

- Suh, E. M., & Choi, S. (2018). Predictors of subjective well-being across cultures. In E. Diener, S. Oishi, & L. Tay (Eds.), *Handbook of well-being*. Salt Lake City, UT: DEF Publishers. DOI:nobascholar.com [13 pages including references]

#### Readings lecture material is based on:

- Gruman, J. A., Lumley, M. N., & Gonzalez-Morales, M. G. (2018). Incorporating balance: Challenges and opportunities for positive psychology. *Canadian Psychology*, 59, 54-64.

### **19. Positive Education: Wednesday, March 20**

#### Assigned Reading:

- Sim, B., & Diener, E. (2018). Accounts of psychological and emotional well-being for policy purposes. In E. Diener, S. Oishi, & L. Tay (Eds.), *Handbook of well-being*. Salt Lake City, UT: DEF Publishers. DOI:nobascholar.com [15 pages including references]

#### Readings lecture material is based on:

- Oades, L. G., Robinson, P., Green, S., & Spence, G. B. (2011). Towards a positive university. *Journal of Positive Psychology*, 6, 432-439.

### **20. Self Compassion: Monday, March 25**

#### Assigned Reading:

- No assigned reading for this class.

#### Readings lecture material is based on:

- Guest Lecture (TBA)

### **21. Stand Firm: Resisting the self-improvement “craze”: Wednesday, March 27**

#### Assigned Reading:

- No assigned reading for this class.

#### Readings lecture material is based on:

- Brinkmann, S. (2017). *Stand firm: Resisting the self-improvement craze*. Polity Press.

### **22. Special Topic Lecture – TBA: Monday, April 1**

### **23. Special Topic Lecture – Course Review: Wednesday, April 3**

**Final Exam: Lectures 15 to 23 inclusive: TBA**

**The information in this Course Outline is subject to change; any changes will be announced in class and posted on the course website.**

## Experiential Assignments for Positive Psychology

There are 5 assignments, each worth 2% each. Each assignment will be introduced in class within the context of that class' lecture topic. Assignment due dates will be explicitly noted; assignments are one week after they are assigned. In order that you can plan your schedules ahead of time, assignment due dates will be posted at the beginning of the course, along with the full description of each assignment. However, *you are strongly encouraged to not actually complete each assignment until it has been introduced in class so that you have complete information and context for it.* Nonetheless, it is up to each of you when you choose to do the assignments.

These assignments are meant to allow you to experience a sample of Positive Psychology Interventions. Of course, it is hoped that these assignments will enhance your well-being, in addition to enhancing your understanding of the topic. These assignments are meant to be fun, to promote both critical and creative thinking, to help you integrate and apply course information into your own lives, and, while requiring a honest effort, are not meant to be overly taxing.

### Requirements and details of assignments in general:

All experiential assignments are to be a maximum of two, single-spaced, 12-point-font pages, and must be submitted as PDFs. A one-time "warning with a second chance" will be allowed for submitting an assignment in a format other than .pdf. Thereafter, 5% will be taken off your mark for each assignment not submitted as a .pdf. This requirements serves two purposes. One: PDF documents can be opened by any person cross-platform (e.g., Microsoft, OpenOffice, LibreOffice, Mac, PC, Linux) and the document will always display as the author of the document originally formatted it. Two: Following instructions is an important skill to reinforce. In the workforce, applying for jobs, applying for graduate school or scholarships, or even entering contests – all of these life situations require that you abide by the respective rules and guidelines outlined.

### Grading criteria and late submission policy for these assignments:

Each assignment will receive a grade of either: 50%, 75%, or 100%.

- 50%: assignment completed and submitted on the course website on time. Minimum requirements met but no real depth of reflection or effort demonstrated.
- 75%: assignment completed and submitted on the course website on time. Requirements met and moderate depth of reflection and effort demonstrated.
- 100%: assignment completed and submitted on the course website on time. Requirements met and high level of effort with real depth of reflection demonstrated – specifics noted, examples used.

Assignments submitted late (up to 24 hours after the 7am deadline ) will be bumped down a grade. So if 100%, then 75%. If 75% then 50%. If 50%, no mark given. Assignments submitted more than one day late will not be graded; you will receive a 0. Consideration may be given for extraordinary circumstances which you bring to my attention before the deadline. *Not planning, having other assignments in other classes also due, being sick with the flu (unless very sick and documented), internet crashing, will not be considered valid reasons for submitting an assignment late.* These policies will be clearly, and explicitly brought to students' attention in the course syllabus, on the course website, in class when assignments are discussed. This criteria is set to enable the instructor or TA to schedule their time for grading assignments, in addition to reinforcing consequences for "life outside academia". Job, scholarship, grant (and even contest) deadlines are, by and large, hard and fast deadlines.

**See next page for assignments.**

### 1) Lecture 3. Character Strengths.

Take the VIA character-strengths questionnaire at: <https://www.viacharacter.org> and then reflect on the results. In your reflection answer the following questions:

- Did you agree with the assessment? If no, how so?
- How might you use your strengths to live your values?
- Is this strength(s) manifested in you differently than it appears to be in others? How so?
- What choices have you made around your strength(s)?
- What prompted you to make those choices?

### 2) Lecture 6: Meaning in Life

Choose one of the two meaning interventions discussed in class.

- 1. Over the course of the next week, spend 5 minutes a day thinking about why university is meaningful to you and how it fits with your character strengths. Jot down notes each day as you think about this. At the end of the week, write a summary of your notes and reflect on the experience as a whole.
- 2. Over the course of the next week, take 5 photos that represent what provides your life with meaning. Write a reflection about each photo explaining why the subject of the photos adds meaning to your life.

### 3) Lecture 9: Biology of Well-Being | Gratitude

Choose any one intervention from the UC Berkeley's Greater Good in Action website at <https://ggia.berkeley.edu>. Complete the intervention as described on the site; write about the intervention and what you did, and reflect on your experience.

Note that this assignment was chosen for the following reasons: 1) While gratitude interventions can be highly impactful in boosting well-being, as noted in lecture, under some conditions and for some people, they are not recommended. 2) As will be covered in Lecture 19: Positive Education, providing students a choice of assignments helps to promote autonomy and engagement with course material. 3) This provides students with exposure to diverse array of positive psychology interventions.

### 4) Lecture 10: The Upside of Your Dark Side

Watch BOTH of the following videos online:

- video 1: Robert Biswas-Diener (2015). The upside of your dark side. 23 minutes  
[https://www.youtube.com/watch?v=yaG\\_vSWgyqs](https://www.youtube.com/watch?v=yaG_vSWgyqs)
- video 2: Todd Kashdan (2014). The upside of your dark side. 70 minutes  
<https://vimeo.com/107934702>

Reflect on both videos. Include a summary of the main points of each video and a discussion of how this applies to your daily life.

### 5) Lecture 15: Self-Control

Your mission this week is to reduce your texting, your use of social media, or both for the next week. Use the strategies discussed in lecture. Be specific about how much you are aiming to reduce your texting/social media use (e.g., only check once per day etc.). In your reflection:

- specify this exact goal
- discuss the strategies you used
- note how close you came to achieving the goal you set
- reflect on the experience as a whole.

### **Formal Paper Assignment for Positive Psychology: Mini-Literature Review**

This assignment is designed to enhance your understanding of a topic of your choice relevant to Positive Psychology, in addition to providing you with an opportunity to enhance your literature review, writing, and formatting skills, and an opportunity to exercise both critical and creative thinking. This paper is worth 25% of the total course mark. Due date is clearly indicated on the course syllabus and website.

#### **Requirements, details, and late submission policy for this assignment:**

- maximum of 10 pages in length not including references
- APA formatting throughout – including running head, citations, references.
- This paper must be written in an academic style. An abstract is not required. A cover sheet is required with the following information: student name, student ID, date submitted, course number, title of paper.
  - It is recommended that you consult with the library, your instructor and/or TA, and refer to on-line resources regarding proper APA formatting of papers. An APA formatting guide will be posted on the course's Connect site.
- double-spaced
- Times New Roman font
- 12pt font
- 1” margins
- a minimum of 6 citations / references are required from different authors
- Late submissions (up to date of the final exam) will incur a 5% per day penalty

Choose a topic of your choice that is relevant to Positive Psychology. While not required, *it is strongly recommended* that you check-in with me regarding your choice of topic for this assignment. Your task is to write a mini-literature review on this topic. You must ground your paper in a theoretical framework.

#### **Sections required:**

- Introduction – include why this topic or theory is relevant to Positive Psychology.
- Theoretical Framework – include the theoretical framework (or frameworks) upon which research into this topic is grounded.
- Body of paper – dividing into sections as appropriate for the subject of your paper. Include a review of literature by various authors. Describe results from empirical studies.
- Practical Applications – include a discussion of applied applications arising from this research. Specify to what population this refers to (e.g., general population, clinical, age-groups). Include at least one original practical application or intervention, that is, a practical application or intervention that you have designed. Include at least two empirically validated applications or interventions.
- Limitations – include limitations of the current research (e.g., methodology, samples) and of practical applications and interventions (from current research and your original suggestion).
- Possible Negative Outcomes – address any possible negative outcomes that may arise from the applications and interventions. These can come from research or you can posit these yourself.
- Future Directions – include recommended future directions for research in this topic area.

**See next page for detailed grading criteria**

## Marking sheet / Grading Criteria:

Student name: \_\_\_\_\_ Student ID: \_\_\_\_\_

### Cover Sheet:

ITEM	MARKS
Student name clearly indicated:	_____ of .20
Student ID clearly indicated:	_____ of .20
Date submitted clearly indicated:	_____ of .20
Course number clearly indicated:	_____ of .20
Title of paper clearly indicated:	_____ of .20
<b>Total Marks for Cover Sheet</b>	<b>_____ of 1</b>

ITEM	MARKS
Was within the maximum length permitted: 10 pages	_____ of 4
A minimum of 6 academic journal articles were cited and referenced.	_____ of 5
APA formatting: (2 errors permitted; additional errors are deducted from the 5 point total; repeated penalty will not be given for the the same error if made consistently throughout the paper)	_____ of 5
Language and writing overall: spelling, punctuation, and appropriate grammar.	_____ of 10
Flow: Clear, coherent flow of ideas throughout the paper	_____ of 15
For section, marks are for clarity, comprehensiveness, and accuracy	
Introduction	_____ of 5
Theoretical Framework	_____ of 5
Body of Paper	_____ of 20
Practical Applications	_____ of 15
Limitations	_____ of 5
Possible Negative Outcomes	_____ of 5
Future Directions	_____ of 5
<b>Total Marks for Paper</b>	<b>_____ of 99</b>

Total grade: \_\_\_\_\_ of 100

**ACADEMIC INTEGRITY:** The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the policies and procedures, may be found at: <http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0>.

If you have any questions about how academic integrity applies to this course, please consult with your professor. A current version of the above integrity statement can be found as a pdf in the following link: <http://web.ubc.ca/okanagan/ikbarberschool/facultystaff/forms.html>.

**DISABILITY SERVICES:** If you require disability-related accommodations to meet the course objectives, please contact the Coordinator of Disability Resources located in the Student Development and Advising area of the student services building. For more information about Disability Resources or academic accommodations, please visit the website at: <http://web.ubc.ca/okanagan/students/disres/welcome.html>

**EQUITY, HUMAN RIGHTS, DISCRIMINATION AND HARASSMENT:** UBC Okanagan is a place where every student, staff and faculty member should be able to study and work in an environment that is free from human rights-based discrimination and harassment. UBC prohibits discrimination and harassment on the basis of the following grounds: age, ancestry, colour, family status, marital status, physical or mental disability, place of origin, political belief, race, religion, sex, sexual orientation or unrelated criminal conviction.

If you require assistance related to an issue of equity, discrimination or harassment, please contact the Equity Office, your administrative head of unit, and/or your unit's equity representative.

Unit 4 Equity Representative: [Paul Gabias, [paul.gabias@ubc.ca](mailto:paul.gabias@ubc.ca), 250-807-9383]

UBC Okanagan Equity Advisor: ph. 250-807-9291; email [equity.ubco@ubc.ca](mailto:equity.ubco@ubc.ca)

Web: [www.ubc.ca/okanagan/equity](http://www.ubc.ca/okanagan/equity)

Unit Equity Representative: <http://www.ubc.ca/okanagan/equity/programs/equityreps/unitcontacts.html>

## SONA 2% RESEARCH BONUS CREDITS

Students earn Sona credit from participating in research activity. This can be either through direct participation in research through the Sona online volunteer subject pool (Option 1), by completing summaries of primary research articles (Option 2), or by a combination of the two types of activities.

### **Research Participation (Option 1)**

As a participant in one of numerous Psychology Department Subject Pool experiments posted at <http://ubco.sona-systems.com/>, you will obtain 0.5% credit for each 0.5 hour of participation at UBCO. Hence, participation requiring a 1-hour time commitment provides a credit of 1%, 1.5 hours provides a credit of 1.5%, and 2 hours provides a credit of 2.0%, etc.

#### *Important Requirements*

You may participate in more than one experiment in order to accrue credits. In order to ensure that a variety of research methodologies are experienced, at least one [1] of the credit hours must be earned by participating in online questionnaires and at least one [1] of the remaining credit hours must be fulfilled by participating in the university's on-site studies. For students in second, third, and fourth-year PSYO courses, in the event that you participate in a single listed study offering *more* than 1.50 credits for participation, this regulation will be waived.

A substantial number of both types of studies are typically hosted on Sona; therefore, you will have many different choices.

It is important to sign up for experiments early in the semester in order to increase the odds that a time slot is available. If you wait until late in the semester, all time slots may be taken.

#### *Logging On To The System*

Sona is only open for those students who are registered in a psychology course offering Sona credit. Please only use the request account option if you have never used the Sona system before. If you have used the Sona system before, please use the most recent login information you remember to log in.

#### *Missed Appointments & Penalties*

Missed appointments (i.e., failure to cancel the appointment at least 3 hours prior to the session) will be tracked. The consequence will be that you will not receive credit for participation in the experiment and will lose the credit value of the study from possible marks associated with participation in research.

Please email [psyc.ubco.research@ubc.ca](mailto:psyc.ubco.research@ubc.ca) with any questions or concerns that you may have regarding the Sona system, including unassigned bonus credits. Your professor does NOT have access to this information.

## Research Summary Assignment (Option 2)

As an alternative to participating in a Psychology Subject Pool experiment, you may obtain subject pool credit by completing library-writing projects to a satisfactory level. Each library-writing project is worth a total of two credits.

### *Important Requirements*

1. This project consists of reading and summarizing (in written form) a recent, peer-reviewed, primary research article.
  - A “recent” article has been published within the past 12 months.
  - A “peer reviewed” article is one that has been reviewed by other scholars before it is accepted – for example, it **cannot** be a news item, an article from a popular magazine, a notice, or a letter to the editor.
  - A “primary” research article describes an experiment or study where data are collected by the authors. In other words, the article you choose to review **cannot** be a book review, literature review, or summary article.
2. You must choose an article published by one of the following agencies:
  - The American Psychological Society - *Psychological Science*, *Current Directions in Psychological Science*, *Psychological Science in the Public Interest*, or *Perspectives on Psychological Science*.
  - The American Psychological Association - [www.apa.org/journals/by\\_title.html](http://www.apa.org/journals/by_title.html) has a full listing.
  - The Canadian Psychological Association - *Canadian Psychology*, *Canadian Journal of Behavioural Science*, or *Canadian Journal of Experimental Psychology*.
  - The Psychonomic Society - *Behavior Research Methods, Cognitive, Affective, & Behavioral Neuroscience*, *Learning & Behavior*, *Memory & Cognition*, *Perception & Psychophysics*, or *Psychonomic Bulletin & Review*.

### 3. Other Assignment Guidelines

The summary should be about 300-500 words in length. The source must be cited and referenced in accordance with the *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). The review will be graded on a pass – fail basis (2% or 0%). At least **14 days before the end of classes** each term, submit the following to the course instructor:

- the article summary
- a copy of the article
- a cover page that specifies your name, student number, email address, and word count of the summary.
- the course title and number

Submitting the assignment 14 days in advance is necessary to ensure that you have an opportunity to make corrections, if required. If you do not check your email frequently, provide a phone number on the cover page.

**If you have questions about Sona or about the alternative research assignment, please contact the sona administrator, Shirley Hutchinson at [psyc.ubco.research@ubc.ca](mailto:psyc.ubco.research@ubc.ca)**