

Chaminade University
PSY 455 Positive Psychology

Instructor: Blendine P. Hawkins, Ph.D., LMFT **Class Room:** Online
Off. Number: (808) 739-7495 **Day/Time:** Online
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Office Hours: Please feel free to email me to set up a time to meet.

Textbooks

Carr, A. (2004). Positive psychology: The Science of Happiness and Human Strengths, 2nd ed.
New York: Brunner-Routledge.

Catalog Course Description

This course provides an in-depth overview of the rapidly growing field of positive psychology. Human resiliency, coping, strengths, resources, and wellness are all central to the field of positive psychology, an area of scientific study dedicated to maximizing human potential, well-being, and happiness. The course focuses on the psychological aspects of a fulfilling and flourishing life. Other topics include optimism, self-esteem, **empathy, friendship, love, achievement, creativity, spirituality, and humor.**

Program Linking Statement

The course develops and assesses the skills and competencies for the program student learning outcome of Applied Psychology. In addition, this course also addresses the program student learning outcomes of 1) Scientific Method and its Application in the Field of Psychology; and 2) Cross-Cultural Psychology.

Student Learning Outcomes

Student will demonstrate an understanding of:

1. Understand the aim and scope of positive psychology
2. The scientific method and research and how this applies to positive psychology. Comprehend research that supports the principles, strategies, and skills of positive psychology.
3. The impact of cultural diversity in the field of positive psychology.
4. Ethics relative to the field of positive psychology.
5. Insight into their own strengths and virtues and learn strategies to increase their happiness and overall quality of life.
6. Understanding of the dimensions of subjective well-being and the application to their lives.
7. How the Five Marianist Educational Values are integrated into the course projecting a zest for living a virtuous, satisfying and meaningful life.

Course Requirements

Grades for the course will be assigned based on the quality of student work as demonstrated by successful completion of the following requirements:

Introduction Video	20pts
Weekly class discussions (5)	100 pts (5 x 20 points each)
Mid-Term Examination	100 pts
Final Examination	100 pts
Positive Psych Questionnaires (4)	20 pts
Reflection paper (2)	40 pts
Strength & Resilience Research Paper	<u>120 pts</u>
Total Points	500

Grades for the course will be assigned using the following points-percentage equivalency:

450-500	90% - 100%	A	-Outstanding scholarship and an unusual degree of intellectual initiative.
400-449	80% - 89%	B	-Superior work done in a consistent and intellectual manner.
350-399	70% - 79%	C	-Average grade indicating a competent grasp of subject matter.
300-349	60% - 69%	D	-Inferior work of the lowest passing grade; not satisfactory for fulfillment of Pre-requisite coursework.
349↓	59% or below	F	-Failed to grasp even the minimum subject matter; no credit given.

I – Did not complete a small portion of the work or final examination due to circumstances beyond the student’s control. The issuance of an “I” grade is not automatic.

Class policies

This course requires you to log in to Canvas weekly. In lieu of in vivo class meetings, there will be quizzes and group discussions, and while you can work at your own pace, there are strict deadlines for all assignments.

- All assignments will be due by 11:59 pm on the due date specified on this syllabus.
- No late assignments will be accepted unless a special arrangement was made prior to the due date or test date. You have to notify and arrange with me 48 hours prior to the deadline (unless it is an unexpected or unforeseen circumstance). Documentation is required.
- All assignments must be completed within the time frame of this class. No work will be accepted after the last week of the term. Incomplete grades are not automatically issued without prior correspondence and deliberation.
- No examinations will be administered after its due date has passed (please refer to the course calendar below).
- If you have questions regarding your assignments, contact me early in the term. I am here to assist you if you need help. Please be proactive.

YOU MUST DO THE READING TO DO WELL IN THE COURSE.

Attendance

With on-line courses I know you are attending if you show up on the Canvas discussion board and take part. If you do not show up and take part in our discussions and submit exams and assignments, then you are not attending the class.

If illness prevents you from attending class it will be my prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Federal regulations require continued attendance for continuing payment of financial aid. If your attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, you should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Description of the Assessments

Introduction Video Post (20pts)

By week 2, you will post a short introduction video (much like your instructor’s introduction video) answering a few questions about yourself. Basic technology like your phone for recording will be sufficient to complete this assignment.

Positive Psych Questionnaires (4x5pts)

Throughout the term you will complete 4 online questionnaires related to Positive Psychology. The links will be provided on Canvas. You will save the results to be referenced in your reflection papers.

Reflection Paper (2x20pts)

Your reflection papers are meant to connect your perspectives on Positive Psychology, the results of your questionnaires, and your growth experiences. Questions will be provided for you to ponder and reflect on for these 2 papers. The papers should be between 3-5 pages.

Strength & Resilience Research Paper (120 points)

You will choose a topic that interests you related to Happiness, Strengths and Resilience (submitted for approval by mid term). You may choose to focus on a practice or behavior, such as gratefulness, prayer or yoga, or a relationship such as couple relationships, or a phenomenon such as forgiveness or altruism, or some aspect of resilience, such as overcoming houselessness or losing a partner. You will summarize the research on this topic using peer reviewed academic sources. This paper should demonstrate a good understanding and ability to integrate positive psychology concepts and relevant life experiences. Guidelines for the paper and a grading rubric will be made available on Canvas.

Discussion Questions (100 pts, 5 x 20 points each)

Each week there will be assigned chapter readings from your textbook. The 5 Discussion questions will be based on the readings. This assignment will give you an opportunity to interact with your classmates and build a dialogue with them. Each week you will be required to post 1 comment with a question on the instructor's post (this may be a video clip, provocative question, news article, or other media connected to the week's topic) **by Wednesday 11:59pm of that week**, and post 2 responses (a question or opinion) to your group member's post **by Sunday 11:59pm of that week**. Each post should contain 5 or more sentences. Your first post must contain a reference to the content from your reading that week for you to receive full points. I encourage you to critically think about your answer prior to posting. Please post something substantive, meaning, "Of Substance." Write clearly and concisely. Please be respectful of your fellow students. If you disagree with someone, make constructive comments to support your answer. Cultivate a lively, respectful, and enjoyable learning dialogue.

NOTE: NO late discussion postings will be accepted, as the instructor closes the forum each week. Once the conversation ends, we move on to another topic. Remember, you will see one post per week – you will need to respond once with a question, and respond once to a group member's posts.

Mid-term (100 points) & Final Exam (140 points)

The Mid-term will cover content from chapters 1 to 5, and will include multiple choice questions, and short-answer questions. The Final will be cumulative and cover chapters 1-9 and will include mostly multiple-choice questions.

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Plagiarism is presenting someone else's words or work as your own. Plagiarism applies to material taken from a book, article, or the Internet and to material taken from another student. All work must be cited. To support your work and thoughts, you are required to liberally CITE all references. Any time you use information from a source, cite it. Any time you paraphrase something from a source and put into your own words, please cite it. Ex: (Wallace, 2015);

(Santrock, 2016); (King & Stone, 2017). Plagiarism is a violation of the Academic Code of Conduct of the University and carries penalties ranging from failure of the assignment to suspension from the university. In this course, plagiarism on an assignment, paper, project or examination will result in an F for that assignment, paper, project or examination.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Students with Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 739-4603** at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design and Counseling
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller

versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations
Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity,

because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist University faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Tentative Course Schedule

Date	Class Activity	Readings Due:	Assignments Due:
Week 1	Review Syllabus Chapter 1 Happiness	Chapter 1	View Instructor's Introduction Video and Powerpoint lecture video.
Week 2	Chapter 2 Positive Traits	Chapter 2	Introduction Video (Post by Sunday)
Week 3	Chapter 3 Hope & Optimism Chapter 4 Flow	Chapter 3&4	Weekly Discussion 1 (Post Comment by Wednesday, Reply comment by Sunday) <i>Recommended: Start researching for your proposal</i>
Week 4	Chapter 5 Emotional Intelligence	Chapter 5	Weekly Discussion 2 (Post Comment by Wednesday, Reply comment by Sunday)
Week 5	Review Chapters 1-5		Reflection Paper 1 due (Submit by Wednesday 11:59pm) <u>MID-TERM-Portal</u> will be open from Thursday till Sunday to complete within a 3 hour duration.
Week 6	Chapter 6 Giftedness, creativity and wisdom	Chapter 6	Weekly Discussion 3 (Post Comment by Wednesday, Reply comment by Sunday)
Week 7	Chapter 7 Positive Self	Chapter 7	Weekly Discussion 4 (Post Comment by Wednesday, Reply comment by Sunday)
Week 8	Chapter 8 Positive Relationships	Chapter 8	Weekly Discussion 5 (Post Comment by Wednesday, Reply comment by Sunday)
Week 9	Chapter 9 Positive Psychological Therapy	Chapter 9	Strength & Resilience Research Paper due (Submit by Sunday)
Week 10	Final Examination (Chapters 1 through 15)		Reflection Paper 2 due <u>FINAL EXAM-Portal</u> will be open from Thursday till Sunday to complete within a 4 hour duration.