

PSY 455 Positive Psychology Spring 2019 – Online

Patricia Wallace, Instructor, MSCP, Chaminade University

Contacting the Professor:

Contact Hours: 8 am – 7 pm Mon-Friday (Email Sat/Sun)

Contact via Email 24hrs – **Preferred** - Email through Canvas Mail

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Term Dates: April 8 – June 17, 2019

May 28, 2019: Withdrawal with Record Ends

Online format: **CANVAS** <https://chaminade.instructure.com>

Prerequisites PSY 101

Required Textbooks:

Carr, A. (2011). Positive Psychology: The Science of Happiness and Human Strength. (2nd ed.). New York, NY: Routledge. ISBN: 9780415602365

Pobric, B. (2014). Habits and Happiness. Mercerville NJ: High Impact consulting. ISBN: 9781493662456

Note: there are two versions of this “Habits” book; either is fine.

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

This 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:

The students 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 strengths and virtues and learn strategies to increase their 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.

Grading

Weekly homework assignments	= 200	540 – 600 points = 90%
Bi-Weekly topic discussions	= 200	480 – 539 points = 80%
Positive Habits Research Paper	= 100	420 – 479 points = 70%
Positive Psychology final test	= 100	360 – 419 points = 60%
Total Possible Points	= 600	359 points and below = F

Assignments / Scoring

1. **Weekly homework questions** – Students will use the textbook and other listed sources to gather information in an effort to produce a well-rounded, focused response to weekly questions. Students will form responses, using complete sentences, presenting a paragraph of appropriate content.
 Ten weekly homework assignment at 20 points each = **200 points**
2. **Bi-Weekly topic discussions** – This serves as our weekly conversation and round-table. These bi-weekly discussion questions will come from the text, assessments, or the Habits and Happiness “time-in” activities.
 - I. Students are required to respond to the initial question (presented by instructor) by forming a well-researched, well-thought response by presenting at least one full paragraph of appropriate content.
 - II. Students are also required to reply to a fellow classmate in each discussion board [2 per week]. This reply to a fellow classmate must also be at least one clear, content-related paragraph in length. Students may reply to other students, at any length, once the required initial post and reply have been made.
 [Note: Post your INITIAL post by Thursday of each week, so classmates will have an opportunity to respond to you in a timely manner. If initial posts are not made by Thursday, points will be deducted.]
 Twenty discussions at 10 points each = **200 points**
3. **Positive Habits and You** – Research Paper – Students will locate instructions in the CANVAS Assignments Shell. Students will craft a well-rounded paper describing facets of “Healthy or Positive” Habits.
 Instructions and due date are listed in the CANVAS Assignment Menu. **100 Points**
4. **Positive Psychology Final test** – Students will complete an online assessment near the end of the semester. Instructions regarding available dates and log-on instructions are listed in the CANVAS course shell. **100 points**

Tentative Course Schedule Spring 2018 Online – Positive Psychology

All assignments are due each Sunday evening by 11:59 pm, unless otherwise specified.

Weekly discussions: First posts due on Thursday, response post(s) due Sunday evening

WEEK	DATE	Topics	Gradable Items Due
1	Apr 8-14	Read: Chapter 1 <i>Positive PSY</i> : Happiness Habits and Happiness (pages listed in discussion)	Discussions & Homework
2	Apr 15-21	Read: Chapter 2 <i>Positive PSY</i> : Positive Traits Habits and Happiness (pages listed in discussion)	Discussions & Homework
3	Apr 22-28	Read Chapter 3 <i>Positive PSY</i> : Hope & Optimism Habits and Happiness (pages listed in discussion)	Discussions & Homework
4	Apr 29-May 5	Read: Chapter 4 <i>Positive PSY</i> : FLOW Habits and Happiness (pages listed in discussion)	Discussions & Homework
5	May 6 -12	Read: Chapter 5 <i>Positive PSY</i> : Emotional Intelligence Habits and Happiness (pages listed in discussion)	Discussions & Homework
6	May 13 -19	Read Chapter 6 <i>Positive PSY</i> : Gifted/Creative/Wisdom Habits and Happiness (pages listed in discussion)	Discussions & Homework
7	May 20-26	Read: Chapter 7 <i>Positive PSY</i> : Positive Self (Esteem) Habits and Happiness (pages listed in discussion)	Discussions & Homework
8	May 27-June 2	Read: Chapter 8 <i>Positive PSY</i> : Positive Relationships Habits and Happiness (pages listed in discussion)	Discussions & Homework Positive Habits Paper Due
9	June 3-9	Read: Chapter 9: <i>Positive PSY</i> : Positive Psychology & Therapy Habits and Happiness (pages listed in discussion)	Discussions & Homework
10	June 10-16	Continue Chapter 9: Positive Psychology & Therapy Habits and Happiness (pages listed in discussion) Final test open June 10-15 – log in and complete test	Discussions & Homework Final Test Open June 11-16

Due dates

1. Do not ask to submit late work / assignments
2. Due dates are clearly defined in the CANVAS assignment Schedule.
3. No extra credit or special arrangements for only one student will be arranged.
4. Special circumstances will be evaluated by the instructor and must be legitimately verified via official documentation: (ex: deployment, illness, hospitalization, death in the family, etc.).
5. All work needs to be completed timely, each week, and within the parameters of the semester.

Attendance

Students are expected to utilize the discussion board. Students will have full access to the instructor for assignment verification, guidance, and for anything else that will enhance the students' learning. As there are no class meetings (physically), it will be important for each student to keep up with their own work. Students should allow 6-8 hours a week to read course material and complete assignments.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons

necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

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.

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 or she may need accommodations in this class must contact **Dr. June Yasuhara, 739-4603**, at the Counseling Center (next to Security Office) in order to determine whether the student meets the requirements for documented disability - in accordance with the Americans with Disabilities Act. It is important to contact this office as soon as possible, so accommodations are implemented in a timely fashion.

TITLE IX

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment. Should I learn of any sexual misconduct, I am required to report the matter to the Title IX Coordinator as part of mandatory reporting responsibilities. If you wish to speak to a confidential source, you may contact Dr. June Yasuhara in the Personal Counseling Center on the Chaminade campus. Phone | 808.735.4845 |

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 glamor, 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 the 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

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 provides 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 give 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 the Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University, and the University of Dayton, Ohio.

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

Syllabus may be revised at the discretion of instructor. Notification will be given in CANVAS.
Patricia Wallace, Instructor

April 5, 2019