

Positive Psychology C

Semester: Fall 2016

Copenhagen

Credits: 3

Core Class

Study Tour: Milan/Verona

Days: Tuesdays & Fridays

Time: 08.30 – 09.50

Room: V23-401

Major Disciplines: Education/Educational Studies, Human Development, Psychology

Course Information and Purpose

1. Instructor Information:

Instructor:

Gitte Vonsild

Educational background: Master of Positive Psychology, and a minor in Psychology. MSc in Economics. Gitte Vonsild is specialized in the field of Applied Positive Psychology and is a Certified Professional Co-Active Coach (CPCC) from the Coaches Training Institute, CTI. Professional background: 1997-2005 CFO at the Brewery Darguner Brauerei GmbH in Germany. Self-employed coach and workshop leader since 2005, and Lecturer at Metropolitan University College 2008-2012 in coaching & counseling, Positive Psychology, Positive Psychology coaching, change theory, and stress management. With DIS since 2011.

Psychology Program Director:

Carla Caetano, Ph.D.

DIS Contact:

Psychology Program Assistant:

Kate Giddens

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Guest Lectures:

Salman Ahmad, PhD. DIS Psychology Faculty

Salman Ahmad has a PhD in Psychology and has worked as a faculty member and consultant with various educational, business and social organizations across South Asia, the Middle East and Europe. He is now based in Denmark and has been teaching and consulting in the areas of psychology, leadership, organizational development and cross-cultural management. He is a faculty member with the department of psychology at DIS and also an external lecturer with Copenhagen Business School and the University of Copenhagen.

Alexander Kjerulf, Woohoo Inc. Happiness at Work

Alexander Kjerulf is a speaker, consultant and author, presenting and conducting workshops on happiness at work at businesses and conferences all over the world. You will find more information here:

<http://woohooinc.com/>

2. Course Description

The course will be guided by the mission of Positive Psychology: “to understand and foster the factors that allow individuals, communities, and societies to flourish” (Seligman & Csikzentmihalyi, 2000) leading us to explore what psychology says about human flourishing and happiness and to investigate, how human flourishing can be facilitated.

Three pillars of Positive Psychology set the foundation for our study: Positive individual traits, positive emotions and positive institutions. We consider the individual contributions of the field’s founding fathers (Christopher A. Peterson, Martin Seligman and Mihaly Csikszentmihalyi) and enter into a lively and critical debate surrounding the field’s theoretical and philosophical underpinnings.

Ongoing questions permeate our study. They are (but not limited to):

- What is happiness and well-being?
- What makes a good life for individuals, for communities and for nations?
- Does where people live affect their psychological well-being?
- What might the reasons be for the Danes continuously being ranked at the very top and even number 1 in international surveys on happiness and life-satisfaction?

The students will examine extensive current research, assessments, and interventions primarily in the areas of positive individual traits and positive emotions to explore possible answers to these questions. This course also emphasizes and integrates application of theory, coaching- and communication skills, critical reflection, and hands on experience in order to apply Positive Psychology approaches to professional practices as well as everyday life situations.

In this course, each one of us has the equal and unique responsibility to facilitate the most optimal learning outcomes.

Students are expected to:

- complete all reading assignments prior to coming to class
- contribute to class discussions and group activities
- draw upon your interactions and observations from daily life in Denmark to the theory, research, and practices of Positive Psychology in class
- work independently and be active in group work
- write down reflections throughout the course
- be punctual and attend all classes; missing classes without a legitimate excuse will result in a lower final grade

3. Objectives

Students in this class will:

Regarding Theory and Research:

- Analyze different perspectives and values expressed in Positive Psychology via theory and research
- Synthesize theoretical perspectives and practical approaches in order to cultivate new understanding
- Examine well-being and the role of place and community in it
- Explore the relationship between architecture and human flourishing
- Discuss Positive Psychology research in an intercultural perspective

Regarding Application:

- Use basic coaching listening- and questioning skills as well as competencies within goal setting and action planning
- Perform Positive Psychology coaching and evaluate, how coaching and Positive Psychology interventions in conjunction can foster human flourishing
- Apply core concepts in Positive Psychology concept to everyday situations
- Create student centered applications of positive psychology

4. Academic Excellence Award

Each semester we recognize one outstanding student from the Psychology Program (Positive Psychology, European Clinical Psychology or Cross-Cultural Psychology) with an Award of Academic Excellence. It is reserved for a student who has distinguished him- or herself through diligence, commitment, academic performance, and ideally a student who contributes to a good, collaborative learning environment in class.

5. Class Representatives

Each semester DIS looks for class representatives to become an official spokesperson for their class group, addressing any concerns that may arise (in academic or related matters), suggesting improvements and coming up with new ideas. Class Representatives will be elected in class at the beginning of the semester.

Class representatives are a great way for DIS faculty to ensure better and timelier feedback on their courses, assessments and teaching styles, and as such perform an invaluable role in connecting student needs with faculty instruction during term time.

Course Components**1. Required Textbooks (available at the DIS Library):**

- Hefferon K. & Boniwell, I., (2011). *Positive Psychology. Theory, Research, and Applications*. UK: McGraw Hill.
- Sheldon, M.K. et al. (Eds.) (2011). *Designing Positive Psychology. Taking Stock and Moving Forward*. New York: Oxford University Press.
- Lyubomirsky, Sonja (2011). *The How of Happiness. A Practical Guide to Getting the Life You Want*. Piatkus.
- Frankl, Victor E. (2006). *Man's Search for Meaning*. Beacon Press

2. Required Articles and Other Media on Canvas:

- Selected research articles and book chapters will be uploaded on Canvas. References are listed in the course schedule below.

3. Approach to teaching:

The teaching in this course is based on experiential learning, so I expect you to participate actively in class exercises, reflection, and discussion. In so doing, you are requested to follow the following rules of exercises, written assignments, and discussions:

- Any personal information revealed in this class is confidential. You may share ideas and experiences with people outside the class, but no information referring to personal identities should be revealed. Any violation of this confidentiality will be dealt with severely.
- Nobody is wrong! In discussion, you should not challenge someone else's opinions or experience. It is appropriate to acknowledge differences, but with the understanding that there is no correct experience or opinion. Everyone should be treated with civility and respect.
- Everyone has the right to challenge someone's factual statements on the accuracy of the facts.

4. Field studies

- **Wednesday, August 31, 10:30-13:00**

Theme: Chasing Tracks of Happiness: What might be the reasons for Denmark being ranked as the happiest country in the world?

The overall theme for this field study is to explore the reasons for Denmark being ranked as the happiest country in the world. Does the ranking make sense? What might the reasons be? What do you observe?

This is an ethnographic inspired field trip. Get out there, mingle with the Danes, Take pictures, make interviews, and observe what it might be the reasons for Denmark being ranked as the happiest country in the world.

- **Monday, September 12, 9:30-12-30 (Core Course Week)**

Theme: The Philosophy and Psychology of Mindfulness: Work shop with Simon Krohn

Simon Krohn, MA Philosophy

Simon is certified as E-RYT 500 with Yoga Alliance. He teaches open classes at Hamsa Yoga Studio (www.hamsayoga.dk) in Copenhagen, and works freelance giving lectures and workshops, courses, teacher trainings and retreats in Denmark and internationally. A lot of his work is in the corporate world, either through different consultancy companies or through his own company MindYourself (<http://mindyourself.dk/en/>)

During this interactive work shop with Simon Krohn we will learn about and experience the what, why, and how of mindfulness.

5. Core Course Week/Short Tour

Themes: “What is a good and flourishing life?” “How can it be fostered at the individual level? At the community level? At the social level?”

The three pillars of Positive Psychology set the foundation for the entire core course week: Positive experience, positive individual traits and positive institutions and it is guided by the mission of positive psychology, which is "to understand and foster the factors that allow individuals, communities, and societies to flourish" (Seligman & Csikzentmihalyi, 2000). Thus we will explore different pathways to individual flourishing and during this week this will especially include the understanding and fostering of positive emotions about the present, namely the concepts of savouring, flow, and mindfulness as well as the concept and application of individual strengths.

Regarding positive institutions, we will visit one of the happiest workplaces in Denmark, the bank Middelfart Sparekasse and in relation to flourishing societies; we will continue our investigation on the reasons for Denmark being ranked as one of the happiest countries in the world.

- **Purpose:** During the Core Course week in Copenhagen and on our study tour to Western Denmark we will explore the potential of applied positive psychology in diverse domains from work place management to positive individual experience and development.
- **Timing:** Monday, September 12 – Saturday, September 17
- **Orientation:** The study tour activities will be presented to you in the week before departure and you will be given the booklet during the core course week.

- **Assignment:** Based on theory and your own observations made during core class week and the short study tour you respond to the question “What might be the reasons for Denmark being ranked as the happiest country in the world?”

6. Long Study tour:

Themes: What is the “good life”?

- **Purpose:** The purpose of our study tour to Milan is to investigate well-being from different perspectives including how the built/natural environment affects psychological well-being and human flourishing.
 - **Timing:** Sunday, October 30 -Friday, November 4
 - **Orientation:** The study tour activities will be presented to you in the week before departure and you will be handed the booklet in the airport.
 - **Assignment:** In a team with fellow classmates (3-4 students per group), you will be charged with leading a small discussion about the visit with your classmates during our wrap-up. Each team will pick a visit before departure to Milan (one team per visit).
- This assignment counts toward participation.

7. Expectations of the students: I expect you to have done the reading for each class and to participate actively and constructively in all aspects of this course including class sessions, field study sessions, and course-related field studies, as well as activities in class discussions, team work, and to contribute to the progress of the class.

Assignments and Evaluation

Methods of Evaluation	How Evaluated	Due Date	Percentage of Grade
Participation	Individually graded	Ongoing	10%
Chasing Tracks of Happiness. Discussion paper based on theory and your observations	Individually graded	Friday, September 23	20%
Fostering Individual Flourishing: A Real Case Intervention Plan based on a Positive Psychology Peer Coaching Session	Individually graded	Tuesday, October 25	30%
Team Project: Research presentation. Main theme: Factors that allow human flourishing	Graded as a team performance	Tuesday, November 8, and Friday, November 11	15%
Final Synthesis	Individually graded	Wednesday, November 30	25%
Total			100%

Participation (10%)

Your attendance and active participation are essential in all aspects of this course including class sessions, study tour sessions, and course-related field studies, as well as activities in class discussions, team work and general contribution to the progress of the class. Class meetings will involve lectures but also experiments, tests and exercises, movies, guest speakers, student presentations, and debates; questions and discussion are expected, in fact, required. Furthermore, attendance is mandatory.

Chasing Tracks of Happiness. Discussion paper (20%) (Maximum 5 pages)

Due: at 12:00 noon. Please hand in one hard copy at the Psychology office.

Based on theory and your own observations made during core class week including the short study tour you respond to the question "What might be the reasons for Denmark being ranked as one of the happiest countries in the world?"

Your response should include a discussion of both points listed below:

- (1) Discuss your observations from a positive psychology theoretical perspective with reference to literature from class as well as literature from outside of class. Be sure to cite all your references in your text and to include minimum one photo illustrating one or more of your observations.
- (2) Discuss your own reactions to the observations you have made taking your own personal values into consideration.

Fostering Individual Flourishing: A Real Case Intervention Plan based on a Positive Psychology Peer Coaching Session (30%; 6 pages)

Due: at 13:00. Please hand in one hard copy at the psychology office

"Where coaching interventions are primarily used to enhance goal attainment, Positive Psychology interventions are primarily used as means of enhancing well-being. However, despite the clear synergies between coaching and Positive Psychology there has been little work done on developing models that integrate these two separate but highly complementary change methodologies" (Grant, A. M. and Spence, G. B., 2010).

In this assignment you will practice Positive Psychology coaching, explore what coaching can do for Positive Psychology, and develop an evidence based intervention plan tailored to this real case and based on Positive Psychology theory and research.

"Fostering Individual Flourishing" is a combined group and individual assignment. In groups of three you will carry out, and reflect on a Positive Psychology coaching session with a peer client and an observer. After the session you will receive feedback on your coaching from the observer and the client. You will use your experience from this session as point of departure to write an individual assignment, in which you reflect on your coaching experience, elaborate on the synergies between coaching and Positive Psychology, and develop an theory- and research based intervention plan.

Content

The "Fostering Individual Flourishing" assignment consists of two parts:

Part 1: Practice Positive Psychology coaching applying basic coaching skills and Positive Psychology.

The session takes place in groups of three students: one coach, one client and one observer. Each student will be coach, client and observer. Each session takes approximately 30 minutes. After the session the coach receives feedback from the observer and the client.

Part 2: An individually written assignment, which must include:

A short presentation of the client's issue/ goal

- A short summary of the coaching session, including mentioning the main skills and interventions applied
- Your reflections on the coaching experience
- An elaboration on the synergies between coaching and Positive Psychology
- An evidence based positive psychology intervention plan
- Arguments and reflections for your intervention plan. What are the theoretical oriented arguments behind your intervention plan? You should use theory to be the foundation behind your intervention plan. Also you are supposed to find and include research results supporting your intervention plan.
- Critical reflections about your intervention plan: What might the pitfalls be?

Team Project: Research presentation (15%)**Due: Tuesday, November, 8 and Friday, November 11**

In a team with fellow classmates (teams of 4-5 students) you investigate and present on factors that allow human flourishing in different settings.

Students will identify a relevant positive psychology topic connected to a course theme or related interest and then search for a relevant research article to present on.

By October 19 the topic and the found article has to be approved by the professor. As soon as your topic including the article has been accepted, the article will be uploaded on Canvas as a part of the class readings for the day on which you are presenting.

The presentation team will introduce the topic to the class, summarize and present the research findings, and lead a discussion about the important findings and positive psychology in applied settings.

Each presentation must include:

- Introduction of the topic
- Summary of research and findings
- Outline of the elements of the research
- A self-made video clip (approximately 5-7 minutes) to illustrate the learning from the article and how the findings could be transformed into applied settings (e.g. mindfulness has been applied in several settings including health, business, and educating (Huppert and Johnson, 2010))
- Class discussion about the findings and their implications in relation to positive psychology in applied settings

Presentations will be 25 minutes (including video clip and discussion).

Presentation Objectives:

- Analyze and apply a relevant research article to module topics and discussions
- Deliver a concrete and engaging review of material to the class
- Direct and support the class discussion
- Develop and refine teamwork skills

Final Synthesis: (25%). Combined discussion and reflection paper (maximum 6 pages)**Due: one hard copy at the psychology office before 12:00 noon**

This paper is a synthesis of the learning processes and experiences gained through the entire course. It must contain of the following:

1. How can Positive Psychology theory and core concepts be applied to facilitate people's long-term satisfaction with life?

Your response to this question should build upon the knowledge you have gained about Positive Psychology. It should include a discussion of the pros and cons of the Positive Psychology theory and core concepts with reference to class readings, additional literature, study tours and class lectures. Be sure to cite your references in your text. (3-4 pages)

2. The future of Positive Psychology

Where do you assess Positive Psychology will be heading with its future? And where would you like Positive Psychology to go? Argue for your view on how the future should look for Positive Psychology. (1-2 pages)

3. Your professional and personal take away

What impact, if any, has this course had on you and why? What will you professionally and personally take with you from this course? (1 page) This last section of the paper is not graded.

To be eligible for a passing grade in this class you must complete all of the assigned work.

Disability and resource statement: Any student who has a need for accommodation based on the impact of a disability should contact Sean Green (sgr@dis.dk) to coordinate this. In order to receive accommodations, students should inform the instructor of approved DIS accommodations within the first two weeks of classes.

Policies**Attendance**

You are expected to attend all DIS classes when scheduled. If you miss a class for any reason please contact the faculty no later than the day of the missed class. If you miss multiple classes the Director of Teaching and Learning, and the Director of Student Affairs will be notified and they will follow-up with you to make sure that all is well. Absences will jeopardize your grade and your standing at DIS. Allowances will be made in cases of illness, but in the case of multiple absences you will need to provide a doctor's note.

Academic Honesty: Plagiarism and Violating the Rules of an Assignment

DIS expects that students abide by the highest standards of intellectual honesty in all academic work. DIS assumes that all students do their own work and credit all work or thought taken from others. Academic dishonesty will result in a final course grade of "F" and can result in dismissal. The students' home universities will be notified. DIS reserves the right to request that written student assignments be turned in electronic form for submission to plagiarism detection software. See the Academic Handbook for more information, or ask your instructor if you have questions.

Late papers:

Late papers will not be accepted.

Policy for students who arrive late to class:

Arriving late in a regular manner will result in a lower final grade.

Use of computers, iPhones, cell phones etc. in class:

Computers and iPhones are allowed in class PURELY for note taking purposes. In case of other uses such as Facebook, emails or internet surfing, it will have a negative impact on your participation grade. Cell phones are to be shut off during class and texting/SMS'ing etc during class will have a negative impact on your participation grade.

Course Schedule

Psychology Program Orientation Wednesday, August 24 Time: 8.15-11.00 Location: Anneks B, Studiestræde 6, through the courtyard	
Lesson 1 Friday, August 26	<p>Topics to be covered</p> <ul style="list-style-type: none"> • Welcome to Positive Psychology • Introduction to Positive Psychology <p>Readings for class today</p> <p><u>Textbooks:</u></p> <ul style="list-style-type: none"> • Hefferon, K., & Boniwell, I., (2011). <i>Positive Psychology. Theory, Research and Application</i>. UK: McGraw Hill. Pp. 1-21. • Sheldon, M.K. et al. (2011). <i>Designing Positive Psychology. Taking Stock and Moving Forward</i> Oxford University Press. Pp. 455-456. <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Lyubomirsky, S. & Layous, K. (2013). How do simple positive activities increase well-being? <i>Current Directions in Psychological Science</i>, 22, 57-62. <p>Suggested reading:</p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Baumeister, Roy F. et al., (2001). Bad is stronger than good. <i>Review of General Psychology</i>, Vol 5(4), Dec 2001, 323-370
Lesson 2 Tuesday, August 30	<p>Topics to be covered</p> <ul style="list-style-type: none"> • Classifications and Measures of Strengths • Character Strengths and Virtues: Their Role in Well-Being <p>Readings for class today</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> • Hefferon, K., & Boniwell, I., (2011). <i>Positive Psychology. Theory, Research and Application</i>. UK: McGraw Hill. Pp. 195-203. <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Peterson C., & Park, N. (2011).Character Strengths and Virtues: Their Role in Well-Being. In Donaldson, S.I. et.al. (eds.) <i>Applied Positive Psychology. Improving Everyday Life, Health, Schools, Work, and Society</i>. Routledge. 49-62.

<p>Lesson 3, and Field study Wednesday, August 31</p>	<p>Room V23-401 8:30-9:50 Lecture with Gitte Vonsild Happiness and Subjective Well-being Across Nations: <ul style="list-style-type: none"> • “What might be the reasons for Denmark being ranked amongst the happiest countries in the world?” • The How of Happiness <p><u>Textbook Readings</u></p> <ul style="list-style-type: none"> • Hefferon, K., & Boniwell, I., (2011). <i>Positive Psychology. Theory, Research and Application.</i> McGraw Hill. Pp. 44-75 <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Helliwell, John, Richard Layard, and Jeffrey Sachs [eds] 2016. <i>World Happiness Report, 2016.</i> New York: Sustainable Development Solutions Network. Pp. 1-49. Link to the full report: http://worldhappiness.report/wp-content/uploads/sites/2/2016/03/HR-V1_web.pdf <p><u>Suggested, optional reading:</u></p> <ul style="list-style-type: none"> • Christensen, K. et al. (2006). Why Danes are smug: comparative study of life satisfaction in the European Union. <i>BMJ.</i> Vol. 333, 1289-1291, 23-30 December 2006. Link: http://www.bmjjournals.org/cgi/content/full/397333/field_highwire_article_pdf/0.pdf <p>10:00-12:00 Field study: Copenhagen City This is an ethnographic inspired field study. In order to bring positive psychology into the context of their stay in Denmark, students will research why Danes are ranked as some of the happiest people in most international surveys on happiness and life-satisfaction. Get out there, mingle with the Danes, take pictures, listen, ask questions, and observe what it might be the reasons for Denmark being ranked as one of the happiest country in the world.</p> <p>12:00-12:30 Wrap-up in class</p> </p>
<p>Lesson 4 Friday, September 2</p>	<p>Topics to be covered</p> <ul style="list-style-type: none"> • The Concept and Application of Strength • Mindfulness and Character Strengths • Overuse and underuse of strengths <p>Before class: <i>Important:</i> Please complete the VIA-IS (roughly 30 minutes) before class and bring the result. The VIA-IS can be accessed on-line at: http://viacharacter.org/www. It is free of charge.</p> <p>Readings for class today</p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Grant, A. M., & Schwartz, B. (2011). Too much of a good thing: The challenge and opportunity of the inverted u. <i>Perspectives on Psychological Science,</i> 6, 61-76. • Niemiec, R.M. (2014). <i>Mindfulness & Character Strengths. A Practical Guide to Flourishing.</i> Pp. 85-100. Hogrefe • Linley, P. A., Nielsen, K. M., Gillett, R., & Biswas-Diener, R. (2010). Using signature strengths in pursuit of goals: Effects on goal progress, need satisfaction, and well-

	<p>being, and implications for coaching psychologists. <i>International Coaching Psychology Review</i>, 5(1), 6-15.</p>
Lesson 5 Tuesday, September 6	<p>Topics to be covered</p> <ul style="list-style-type: none"> Positive Emotions <p>Readings for class today</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> Hefferon, K., & Boniwell, I., (2011). <i>Positive Psychology. Theory, Research and Application</i>. UK: McGraw Hill. Pp. 22-43 <p><u>Canvas:</u></p> <ul style="list-style-type: none"> De Neve, J-E et. al., (2013). The Objective Benefits of Subjective Well-Being. In Helliwell, John F., Richard Layard, and Jeffrey Sachs, eds., 2013. <i>World Happiness Report 2013</i>. New York: UN Sustainable Development Solutions Network. Pp. 54-77 Fredrickson, B. L. (2013). Updated Thinking on Positivity Ratios. <i>American Psychologist</i>. Advance online publication. doi: 10.1037/a0033584. Pp 1-9
Lesson 6 Friday, September 9	<p>Topics to be covered</p> <ul style="list-style-type: none"> Engagement; The concept of flow and its characteristics Flow theory and research <p>Readings for class today</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> Hefferon, K., & Boniwell, I., (2011). <i>Positive Psychology. Theory, Research and Application</i>. New York: McGraw Hill. Pp. 76-83. <p><u>Canvas:</u></p> <ul style="list-style-type: none"> Nakamura, J., and Csikszentmihalyi, M. (2009). Flow Theory and Research in Snyder, C.R. & Lopez, S. (eds.) <i>Handbook of Positive Psychology</i>. 195-206.

Core Course Week
September 12th - September 17th

Themes:

"What is a good and flourishing life?"

"How can it be fostered at the individual level? At the community level? At the social level?"

Monday, September 12 9:30-12:30	<p>Room V23-401</p> <p>Field study: Mindfulness work shop with Simon Krohn, , MA Philosophy</p> <p>Theme: The Philosophy and Psychology of Mindfulness</p> <p>Simon Krohn, is certified as E-RYT 500 with Yoga Alliance. He teaches open classes at Hamsa Yoga Studio (www.hamsayoga.dk) in Copenhagen, and works freelance giving lectures and workshops, courses, teacher trainings and retreats in Denmark and internationally. A lot of his work is in the corporate world, either through different consultancy companies or through his own company MindYourself (http://mindyourself.dk/en/)</p> <p>During this interactive workshop with Simon Krohn we will learn about and experience the what, why, and how of mindfulness.</p>
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Tuesday, September 13 10:45-15:00	<p>Room V23-401 and Cinema</p> <p>10:45-11:05 Short study tour orientation with Program assistant, Kate Giddens</p> <p>11:15 - 15:00 What are the ingredients of a happy life that is well lived?"</p> <ul style="list-style-type: none"> • 11:15 - 12:30 Happy – the Movie • 12:45-13:45 Class social: Lunch at Vesuvio provided by DIS • 13:45-15:00 Class with Gitte Vonsild: • Discussion and strengths spotting training <ul style="list-style-type: none"> ○ Based on the movie we practice strengths spotting and discuss the question: "What are the ingredients of a happy life that is well lived?" <p>Readings for class today</p> <p><u>Canvas</u></p> <ul style="list-style-type: none"> • Niemiec, R. M. (2011). Positive psychology cinemeducation: A review of Happy. <i>International Journal of Wellbeing</i>, 1(3), 328-334.
Wednesday, September 14	No class - Day off!
<p>Short Study Tour – Western Denmark</p> <p>September 15-17</p> <p>*The information booklet will be provided on the bus at departure*</p>	
	<p>Readings for study tour. It is important to read these articles before the tour:</p> <p><u>Textbooks:</u></p> <ul style="list-style-type: none"> • Linley, P.A. et. al (2011). Organizational Applications of Positive Psychology: Taking Stock and a Research/Practice Roadmap for the Future. In Sheldon, M.K. et al. (Ed.), <i>Designing Positive Psychology. Taking Stock and Moving Forward</i>. Oxford University Press. Pp. 365-381. • S. Lyubomirsky, 2011. <i>The How of Happiness. A Practical Guide to Getting the Life You Want</i>. Piatkus. Pp. 185-211 <p>Core Course Week Evaluations: Please complete the online survey at home by Monday at MIDNIGHT. The link and instructions will be emailed to you and posted as an announcement on Canvas.</p>
Lesson 7 Tuesday, September 20	<p>Topics to be covered</p> <ul style="list-style-type: none"> • Meaning and Purpose in Life • Resilience and post-traumatic growth <p>Student led discussion in class based on Victor Frankl's <i>Man's Search for Meaning</i></p> <p>Readings for class today</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> • Frankl, Victor E. (2006). <i>Man's Search for Meaning</i>. Beacon Press

	<ul style="list-style-type: none"> Hefferon, K., & Boniwell, I., (2011). <i>Positive Psychology. Theory, Research and Application.</i> UK: McGraw Hill. Pp. 114-135
Lesson 8 Friday, September 23 Guest Lecturer Alexander Kjerulf	<p>Topics to be covered</p> <ul style="list-style-type: none"> Happiness at Work <p><i>Alexander Kjerulf will enlighten us about happiness at work. He will describe how he and his colleagues work to apply happiness in work places all over the world, but in Denmark in particular.</i></p> <p>Readings for class today</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> Hefferon, K., & Boniwell, I., (2011). <i>Positive Psychology. Theory, Research and Application.</i> UK: McGraw Hill. Pp. 215-217 <p><u>Canvas:</u></p> <p>Wrezeniewski, A. & Dutton, J.E. (2001). Crafting a Job: Revisioning employees as active crafter of their work. <i>Academy of Management Review.</i> 2001. Vol. 26, No. 2. Pp. 179-201</p>
Lesson 9 Tuesday, September 27	<p>Topics to be covered</p> <ul style="list-style-type: none"> Values, Motivation and Goal Theories <p>Readings for class today</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> Hefferon, K., & Boniwell, I., (2011). <i>Positive Psychology. Theory, Research and Application.</i> UK: McGraw Hill. Pp. 136-149. <p><u>Canvas:</u></p> <ul style="list-style-type: none"> Ryan, R. and Deci, E. (2000) Self-determination Theory and the facilitation of intrinsic motivation, social development and wellbeing. <i>American Psychologist,</i> 55:68-78. <p>Midterm evaluations will be held in class today. Please bring your laptop to complete it on via a link on Canvas.</p>
Lesson 10 Friday, September 30	<p>Topics to be covered</p> <ul style="list-style-type: none"> Fostering human flourishing: Applying Positive Psychology and Coaching The GROW model Goal setting: The central role of self-concordant goal selection <p>Readings for class today</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> Hefferon, K., & Boniwell, I., (2011). <i>Positive Psychology. Theory, Research and Application.</i> UK: McGraw Hill. Pp. 208-209. <p><u>Canvas:</u></p> <ul style="list-style-type: none"> Grant, A.M. and Cavanagh, M.J. (2011). Coaching and Positive Psychology. In <i>Positive Psychology: Toward a More Complete Understanding.</i> In Sheldon, M.K. et al. (Ed,), <i>Designing Positive Psychology. Taking Stock and Moving Forward.</i> Oxford University Press. Pp. 293-309 Sheldon, K. M. (2014). <i>Becoming oneself: The central role of self-concordant goal selection.</i> <i>Personality and Social Psychology Review,</i> 18, 349-365. doi: 10.1177/1088868314538549

	<ul style="list-style-type: none"> Whitmore, J. (2007). Coaching for Performance. GROWing People, Performance and Purpose. NB Publishing. Pp. 53-66
Lesson 11, and 12 Wednesday, October 5 17:30-20:30 Please note the different time for this class period Location: V23-401	<p>Topics to be covered</p> <ul style="list-style-type: none"> The Positive Psychology Approach to Coaching Workshop: Fostering Human Flourishing: Peer Positive Psychology coaching session. <i>The workshop is an experiential learning activity during which each student gets the chance to try his or her hand at applying positive psychology in a coaching session. In addition, the session is the first part of the Fostering Individual Flourishing assignment.</i> <p><i>Sandwiches in class provided by DIS</i></p> <p>Readings for class today</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> Hefferon, K., & Boniwell, I., (2011). <i>Positive Psychology. Theory, Research and Application</i>. UK: McGraw Hill. Pp. 150-174 <p><u>Canvas:</u></p> <ul style="list-style-type: none"> Maddux, J.E. (2009). Self-efficacy: The Power of Believing You Can. In Snyder, C.R. & Lopez, S. (eds.) <i>Oxford Handbook of Positive Psychology</i>. 335-343. Kauffman, C., et al. (2010). The Positive Psychology Approach to Coaching. In Cox, E. et al. (Eds.) <i>The Complete Handbook of Coaching</i> (pp. 158-171). Sage
Travel Break October 8th—October 16th No Class	
Lesson 13 Tuesday, October 18	<p>Topics to be covered</p> <ul style="list-style-type: none"> Social Happiness Relations; Pro-social behavior <p>Readings for class today</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> Gable, S.L. and Gosnell, C.L. (2011). The Positive Side of Close Relationships. In Sheldon, M.K. et al. (Ed.), <i>Designing Positive Psychology. Taking Stock and Moving Forward</i>. Oxford University Press. Pp. 265-279 <p><u>Canvas:</u></p> <ul style="list-style-type: none"> Snyder, C.R. et. al. (2011). <i>Positive Psychology. The Scientific and Practical Explorations of Human Strengths</i>. Sage. Chapter 11, 267-287.
Lesson 14. Wednesday, October 19 13:00-14:20 Guest lecturer Salman Ahmad	<p>Topics to be covered</p> <ul style="list-style-type: none"> Appreciative Inquiry and the activation of energy <p>Readings for class today</p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> Bushe, G.R. (2011) Appreciative inquiry: Theory and critique. In Boje, D., Burnes, B. a nd Hassard, J. (eds.) <i>The Routledge Companion To Organizational Change</i> (pp. 87-103). Oxford, UK: Routledge.

Lesson 15 Tuesday, October 25	<p>Topics to be covered</p> <ul style="list-style-type: none"> • Creativity • The Flow of Creativity and Interventions <p><i>Followed by a discussion on creativity and how creativity is connected to flow the students participate in a creative process based on the flow principles with the task to develop an application of positive psychology: An intervention aimed at facilitating class well-being. The class will then test this intervention during the long study tour to Milan & Verona</i></p> <p>Readings for class today</p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Simonton, D.K. (2005). Creativity. In Snyder, C.R. & Lopez, S. (eds.) <i>Handbook of Positive Psychology</i>. 189-201
Lesson 16 Friday, October 28	<p>Topics to be covered</p> <ul style="list-style-type: none"> • Getting ready for Milan/Verona: Long tour orientation by Kate Giddens • Introduction to core topics, visits, activities by Gitte Vonsild <p><u>Textbook:</u></p> <ul style="list-style-type: none"> • Florida, R. and Rentfrow, P.J. (2011). Place and Well-Being. In Sheldon, M.K. et al. (Ed.), <i>Designing Positive Psychology. Taking Stock and Moving Forward</i> Oxford University Press. Pp. 385-395. <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Raisino, N. & Inghilleri, P. (2013). Culture, Environmental Psychology, and Well-being: An Emergent Theoretical Framework. In Knoop, HH and Delle Fave, A. (eds). <i>Well-Being and Cultures: Perspectives from Positive Psychology, Cross-Cultural Advancements in Positive Psychology</i> 3. Springer 2013. Pp. 103-116

LONG STUDY TOUR: Milan, Italy
Sunday, October 30 - Friday, November 4

Themes: What is the “good life”?

Students will be given an information booklet at the airport on departure day

Readings for the long study tour. Students are expected to read these articles *before* the tour:

Lesson 17, Tuesday November 8	<p>Topics to be covered</p> <ul style="list-style-type: none"> • Human Flourishing: Team Presentations <p>Readings for class today</p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • The readings for today are the articles chosen and presented on by the presentation teams. They will be up-loaded on Black Board (please see the assignment instructions).
Lesson 18, Friday, November 11	<p>Topics to be covered</p> <ul style="list-style-type: none"> • Human Flourishing: Team Presentations <p>Readings for class today</p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • The readings for today are the articles chosen and presented on by the presentation teams. They will be up-loaded on Black Board (please see the assignment instructions).
Lesson 19 Tuesday, November 15	<p>Topics to be covered</p> <ul style="list-style-type: none"> • Final wrap-up • Enabling institutions and their place in society • Critiques of Positive Psychology • The future of Positive Psychology <p>Readings for class today</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> • Hefferon, K., & Boniwell, I., (2011). <i>Positive Psychology. Theory, Research and Application.</i> UK: McGraw Hill. Pp. 209-220; 221-228
Travel Break November 23rd to 27th	
Concluding Reception December 6th 18.00-20.00 *LOCATION TBA*	
Finals Week December 8th to December 11th No Final Exam	