

## Positive Psychology B

Spring 2017

DIS Copenhagen

Core Course

Credits: 3

Long Study Tour: London

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

Mondays and Thursdays, 16.25-17.45

Classroom: V10-A12

### Course Information and Purpose

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#### 1. Instructor Information:

Instructor:

***Line Kamstrup Frederiksen, Ph.D.***

DcounPsy in Counselling Psychology (Professional Doctorate in Counselling Psychology, University of Regent's College, London 2011) with Ph.D. in Counselling Psychology (Dissertation: Exploring the Influence of Mindfulness Meditation Training on Therapeutic Practice: The Experiences of Counselling Psychologists, University of Regent's College London 2011). Chartered Counselling Psychologist (2012). Clinical Psychologist, Psychiatry, Psychiatric Clinic within the National Health Services, Denmark, 2011. Specialized in Mindfulness-Based Therapies, Existential Psychotherapy and Cognitive-Behavioural Therapy. With DIS since 2012.

**Psychology Program Director:**

***Carla Caetano, Ph.D.***

**DIS Contact:**

**Psychology Program Assistant:**

***Kate Giddens***

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**Guest Lecturers:**

***Anne Okkels Birk, DIS Faculty, Criminology.***

- The Danish Open Prison Model and Well-Being.

**James Thomas**, Professional bodyguard and entrepreneur.

- Post Traumatic Growth – A real life narrative.

#### 2. Course Description:

Prerequisite: A psychology course at university level.

Discover the relevant research findings, theoretical concepts and thinking on the topics of human flourishing and well-being. Psychology provides much knowledge on pathologies and disorders, but what do we know about optimizing human functioning, flourishing and well-being? This essential question serves as a springboard for our examination of the emergence and development of Positive Psychology. Whether Positive Psychology is viewed as a field of its own or as a complimentary focus, researchers and practitioners from psychology and coaching seek to understand, test, discover and promote factors that allow individuals and communities to thrive.

[Positive Psychology](#) | [Psychology Program](#) | DIS – Study Abroad in Scandinavia

Related Disciplines: Psychology

This research and practice is important because of its additional focus on concepts such as wellbeing, happiness, flow, personal strengths, optimism, resilience as well as characteristics of positive groups, organizations and nations – areas that traditionally have not been examined and researched much by psychology.

Positive Psychology has evolved rapidly over the last ten years, and today seeks to demonstrate that it is more than just positive thinking and feeling good. It is concerned with the elements that result in flourishing, rather than languishing. The field is intended to complement, not to replace traditional psychology. It does not seek to deny the importance of studying how things go wrong, but rather to emphasize the importance of using the scientific method to determine how things go right.

Since its emergence in 1998, positive psychology has flourished. Among its successes is the burgeoning field of Applied Positive Psychology (APP), involving interventions to promote wellbeing. However, the remit of APP is currently unclear. As such, this class will also offer an introduction to a meta-theoretical conceptual map delineating the terrain that APP might conceivably cover, namely, the Layered Integrated Framework Example model. The model is based on Wilber's (J Conscious Stud 4(1):71–92, 1997) Integral Framework, which features the four main ontological 'dimensions' of the person. We then stratify these dimensions to produce a comprehensive conceptual map of the person, and of the potential areas of application for APP. The result is a detailed multidimensional framework which facilitates a comprehensive approach to promoting wellbeing, and which charts a way forward for APP.

This course will explore the foundations of Positive Psychology and seek to understand its relation to other fields of psychology and psychological applications like coaching. Based on this we will critically examine the most fundamental elements of Positive Psychology. These are positive emotions, character strengths, self-determination and goal setting, mindfulness and psychological capital. In order to bring Positive Psychology into the context of Denmark, students will examine why Danes are ranked as one of the highest in international surveys on happiness and life-satisfaction. This course emphasizes a strong focus on theory, research and application, and a high degree of participation and critical yet constructive reflection. Field studies students will exemplify how Positive Psychology or elements hereof is applied in real world settings.

### **3. Objectives:**

#### **Regarding Theory and Research**

- Be able to define what positive psychology is and understand this definition in relation to other fields of psychology.
- Explore philosophical and theoretical foundations of positive psychology and understand how happiness, subjective well-being is understood and measured around the world.
- Examine the congruence of values and goal pursuit in the subject of wellbeing.
- Be able to differentiate positive emotional states and processes, the dynamics on positive emotions on a range of outcomes and find research to support these findings.
- 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.

#### **Regarding Application**

- Explore and identify the research on character strengths and living well and how strengths can be applied to students' own lives and their study goals.
- Explore and experience mindfulness meditation and review relevant research supporting the practice.
- Apply core concepts in positive psychology concept to everyday situations. Create student centered applications of positive psychology.

#### 4. Awards:

##### 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 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. Class Representatives will be elected in class at the beginning of the semester.

### Course Components

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#### 1. Required Textbook (Available in DIS Library):

- Hefferon, K., & Boniwell, I. (2011). *Positive Psychology: Theory, research and applications*. McGraw Hill.
- Hefferon, K. & Lomas, T. (2014). *Applied Positive Psychology: Integrated positive practice*. McGraw.

#### 2. Required Articles and Other Media on Canvas:

- The selected Chapters from this textbook will be available on Canvas: Snyder, C.R., Lopez, S.J. & Pedrotti, J.T. (2011). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. Sage Publications.
- Journal articles and book chapters are on Canvas for each class. The references are available at the bottom of the syllabus and in the course schedule.

In the course we will use textbooks, additional readings as well as in and out of class exercises, group work and creative experiments/exercises. The classes will consist of lectures and discussion of cases and exercises. Your active participation and consistent preparation for our classes are essential for you to attain the course objectives.

In combination with the textbook a range of articles will be used. The purpose of the articles serve the purpose of showing the width and depth of what research that have been carried out within the field of Positive Psychology. Whilst you read the articles, pay most attention to review the findings and discussion part. The method part will only be touched upon in brief.

#### 3. Approach to Teaching:

The teaching style on this course is based on experiential learning, so I will expect you to participate actively in the class exercises, reflections and the discussions. The expectation goes both ways: I will aim to make classes engage in an open learning environment, and where I will expect students to reflect on their own learning objectives and align these with those of the course. Classes will mainly be based on brief lectures and extensive discussions and sharing of research insights.

The learning of this course is dependent on your engagement. Being an affective participant involves that you follow certain rules of exercises, written assignments and discussions:

- Any personal information that is being revealed in the class is confidential. You may share ideas and experiences with people outside of the classroom, however no information referring to personal identities should be revealed. This rule of confidentiality is to foresee a safe and secure learning environment.
- There are no wrong questions and answers and in discussions it is expected that you respect others' opinions and experiences. It can be appropriate to acknowledge differences, however with the understanding that there is no right or wrong experience or opinion. We are here to learn and can learn many things from how other people see and experience things differently from ourselves.

#### 4. Field Studies:

Our field studies serve to complement your course work by placing you in the professional field in the Copenhagen area in order to explore, compare, and consider what we have discussed and read about in the class.

##### The Sports Project

**Date: Wednesday January 25<sup>th</sup>**

**Time: 8.30-12.30**

- Topic: Interactive Workshop
- Objective: learn about how the Sports Project uses elements of Positive Psychology in sports training with the aim to emphasize strengths and qualities in young people with criminal or difficult backgrounds.

##### Chris MacDonald

**Date: Monday, February 6<sup>th</sup>**

- **Topic:** The Power of Well-being and Human Performance.

##### The Deergarden North of Copenhagen

**Date: Wednesday March 8<sup>th</sup> 13.00-17.00**

**Time: 13.00-17.00**

- Topic: Mindfulness Workshop
- Objective: workshop with a focus on nature, mindfulness, and well-being

#### 5. Core Course Week and Study Tours

Core Course week and study tours are an integral part of the core course as we take the classroom on the road and see how theory presented in the classroom is translated to practice in the field. You will travel with your classmates and DIS faculty/staff on two study tours; a short study tour during Core Course Week and a long study tour to a relevant European destination.

Expectations for study tours

- Participate in all activities
- Engage in discussions, ask questions, and contribute to achieving the learning objectives
- Respect the destination, the speakers, DIS staff, and your fellow classmates
- Represent yourself, your home university and DIS in a positive light

While on a program study tour DIS will provide hostel/hotel accommodation, transportation to/from the destination(s), approx. 2 meals per day and entrances, guides, and visits relevant to your area of study or the destination. You will receive a more detailed itinerary prior to departure.

##### Travel policies:

**You are required to travel with your group to the destination. If you have to deviate from the group travel plans, you need approval from the program director and the study tours office.**

##### 1. Short Tour: Happiness in Denmark

- **Purpose:** The students are instructed to get out into the city lives, meet the Danes, take pictures, ask questions and observe possible answers to what might be the reason for Danes being ranked amongst

one of the happiest people in the world. The Short Tour visits Western Denmark and the trip will give you a first-hand impression of three real world applications of Positive Psychology.

- **Timing: Thursday, February 9 – Saturday, February 11**
- **Orientation:** Activities during the Short Tour will be presented to students in the week before departure and students will be handed an information booklet on the bus on departure day.
- **Assignments:** Small groups of students will be assigned one short study tour visit before departure. While on tour, your group will be charged with addressing relevant questions at your assigned visit, thanking the presenter at the end and leading a small discussion about the visit with the classmates during the wrap-up. This assignment will count towards participation.
- Students will also be asked to submit a Core Course Week integration paper based on theory and the observations they make addressing the question: “What might be the reason that the Danes are being ranked as the happiest people in the world?”

## 2. Long Study Tour: Well-Being and Happiness in England

- **Purpose:** Long Study Tour to London. The purpose of the long study tour is to gain a deeper and more nuanced understanding of how classroom theories apply to the real world environment. We will explore the Long Study Tour Theme “Happiness in England” and investigate how England seeks to promote the emotional health and wellbeing of children and young people as well as the multicultural aspect of living in a city such as London.
- **Timing: Sunday, March 19 – Friday March 24**
- **Orientation:** Students will have a presentation in class one week before departure and will be given the booklet with details at the airport.
- **Assignments:** Just as on the Short Study Tour, small group of students will be assigned one long study tour visit before departure. While on tour, your group will be charged with addressing relevant questions at your assigned visit, thanking the presenter at the end and leading a small discussion about the visit with the classmates during the wrap-up. This assignment will count towards participation.

## 6. Expectations of the students & Code of Conduct:

In this course, each and every 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 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.
- Be punctual and attend all classes; missing classes without a legitimate excuse will result in a lower final grade.

Since your class participation is a major component of the course, you will need to be present and participating in order to receive full credit. Absences without a legitimate excuse, late attendance and lack of participation in class and group work will result in deductions to your grades (see the attendance and lack of participation section of assignment details, below, for the definition of class participation).

Classroom etiquette includes being respectful towards others opinions and statements; listening to others and enter a dialogue in a constructive manner.

I expect you to have done the reading for each class and to come with notes and questions for me and for the other students. This will give us material to generate our discussions. When responding to questions in class,

make reference to our readings to support the points you are making. Engaged participation in this way, will be rewarded in the classroom.

### Assignments and Evaluation

Methods of Evaluation	How evaluated	Due Date	Percentage of grade
<b>Attendance and Participation:</b> incl. study tours and Study Tour Assignment	Individually graded	<b>Ongoing</b>	<b>15 %</b>
<b>Core Course Week Integration Paper</b>	Individually graded	<b>Thursday February 16</b>	<b>20 %</b>
<b>Case Interventions Plan</b>	Individually graded	<b>Thursday March 9</b>	<b>20 %</b>
<b>Group Project &amp; Presentation</b>	Graded as a group performance	<b>Research Question:</b>  <b>Presentations:</b> <b>Monday April 3 and Thursday April 6 Paper:</b> <b>Thursday April 6</b>	<b>15%</b>
<b>Final Paper:</b> Combined discussion and reflection paper	Individually graded	<b>Monday April 10</b>	<b>30 %</b>
<b>Total</b>			<b>100%</b>

**\*More details will be available on Canvas (e.g. instructions and grading rubrics)**

#### **Attendance and Participation- including Study Tours (15%):**

Your attendance and active participation are essential in all aspect of this course including class sessions, course-related field studies, activities in class discussions, group work and general contribution to the progress of the class. Active participation in class will include writing academic and personal reflections in logbooks , doing oral presentations in class, and conducting the workshops. Futhermore attendance is mandatory.

#### **Study Tour Assignment:**

This will be graded as a group assignment. Students will be divided into small groups and will be assigned one long study tour visit before departure. While on tour, each group will be in charge of leading the class to the assigned visit, thanking the presenter at the end and leading a small discussion about the visit with the classmates during the wrap-up. This assignment will count towards participation.

#### **Core Course Week Integration Paper Based on Theory and Your Observations (20%):**

**Due: Thursday, February 16**

What might be the reasons for the Danes being ranked as one of the happiest people in the world? (6 pages, excluding title page and references).

Students will be asked to carry out 2-3 short interviews of people they either have a relation to or someone they approach in the Copenhagen area, discussing the question that this paper seeks to answer: "What might be the reason that the Danes are ranked the happiest people in the world?"

The discussion paper should include a discussion of all 3 points listed below:

- Discuss your own observations from a theoretical perspective citing any relevant literature and research.
- Discuss your own reactions to the observations you have made taking your own personal values into consideration.
- Integrate with theory and research findings.

Be sure to cite your references in the text and use correct APA style of referencing. Further instruction will be on Canvas.

### **Case Interventions Plan (20%):**

***Due: Thursday, March 9***

Applying positive psychology to one-to-one individual coaching sessions (6 pages, excluding title page and references )

#### **Background:**

Both coaching and positive psychology are natural allies in sharing an explicit concern for the enhancement of optimal functioning and well-being, arguing for performance improvement, finding what is right for the person and working on enhancing it. Good coaching helps clients to discover their skills and resources. It fits with the premises of positive psychology, and helps clients identify their strengths and find ways to use them more often in all aspects of their lives.

Despite the clear parallels between coaching and Positive Psychology, little work on has been done on developing models that integrate the two methodologies.

#### **Assignment Type**

During this assignment students will practice Positive Psychology coaching, explore how Positive Psychology can provide a theoretical framework for coaching and develop an intervention plan to real case scenario, based on Positive Psychology theory and research.

This assignment is a partly group and partly individual assignment. Students will be divided in groups of 3 students and carry out a Positive Psychology coaching session with one peer coach, one peer client and one peer observer. After each session, you will receive feedback on your coaching from the observer and the client. You will be asked to use the experience from this session as departure points to write your individual assignment, in which you will reflect on your coaching experience, explore the correlation between coaching and Positive Psychology, and based on this develop a theory- and research based intervention plan.

#### **Part 1**

Practice Positive Psychology Coaching in applying basic coaching skills. The sessions will take place in groups of three students: One coach, one client and one observer. Each student will in turn be coach, client and observer. Each coaching session will take 15 min. At the end of each session the coach will receive feedback from the observer and client (max 5 min). There will be a plenum session for the whole class to summarize the findings.

#### **Part 2**

The individual written assignment must include:

- Short presentation of the client's issues/goal.

- A short summary of the coaching session, including mentioning the main skills and interventions being applied in the coaching session.
- Your own reflections on the coaching experience.
- An exploration of the correlations between coaching and Positive Psychology.
- An intervention plan based on the coaching experience.
- Critical reflections, observations on your own intervention plan.
- What were your theoretical oriented arguments based – references in APA style are required, further guidelines will be provided on Canvas.
- Critical reflections, observations on your intervention plan, positive and negative

**Group Project & Presentation (15%):*****Due: Monday, April 3***

**Questions:** In a group with fellow students of 3-4 you will be asked to formulate a research question in one of the syllabus themes.

- The groups will be asked to submit the research questions in the class
- The dates for class presentations will be agreed upon with me the same day.
- Groups are asked to prepare a short presentation (max.20 min, including questions from the class) and discussion questions for the class.

*Groups will be asked to do the following:*

- Submit the research question to the lecturer on Thursday, October 15.
- Present a brief coverage of relevant theory linking to the research question.
- Present relevant empirical findings.
- Present considerations on the practical applications of the research.
- Present conclusion.
- References (APA style).
- **Submit a written report of 2-3 pages from the group.** (not including references)

**Final Paper (30%):*****Due: Monday April 10*****Combined discussion and reflection paper (max. 6 pages, excluding title page and references)**

The final paper is a synthesis of the learning processes and experiences that you have gained through the whole course. The paper should contain the following:

- **What are some of the concrete interventions by which positive psychologists might try to enhance well-being, and what is the evidence that such procedures are effective?**  
Your response 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 references to class readings, additional literature, study tours and class lectures. Make sure you cite references in your text. (4-5 pages)
- **The future of Positive Psychology, what would it be?**  
Where do you perceive Positive Psychology will be in the future? Where would you like Positive Psychology to go? Argue on how you would like the future to look like for Positive Psychology. (1-2 pages)
- **Your professional and personal take away**  
What impact has this course had on you and how? What will your professionally and personally take with you from this course? This last section of the paper is not graded. (1-2 pages)

**Please separate sections with clear headers and use correct APA style referencing.**

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

## Policies

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### **Attendance:**

You are expected to attend all DIS classes when scheduled. If you miss classes 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 unless documented illness.

### **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 where students can be downgraded by one mark if the problem continues.

### **Disability and Resource Concerns:**

Any student who has a need for accommodation based on the impact of a disability should contact the Office of Academic Support ([acadsupp@dis.dk](mailto:acadsupp@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.

Course Schedule	
<p><b>Psychology Program Orientation</b>  <b>Date: Wednesday, January 18</b>  <b>Time: 8.15-11.00</b>  <b>Location: Kosmopol, Fiolstræde 44, 1171 København K</b></p>	
<p><b>Class 1</b></p> <p><b>Thursday</b> <b>January 19</b></p>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Introduction to the course: What is positive psychology – its history and background</li> <li>• Course objectives and structure</li> <li>• Using Canvas with this course</li> <li>• Introduction to mindfulness meditation</li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Open discussion: Why study Positive Psychology?</li> </ul> <p><b>Readings and assignments for class today:</b></p> <ul style="list-style-type: none"> <li>• Read Syllabus</li> </ul> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> <li>• Hefferon, K., &amp; Boniwell, I. (2011). <i>Positive Psychology: Theory, research and applications</i>. McGraw Hill. Chapter 1, (pp.1-21).</li> </ul> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>• Seligman, M.E.P. (2011). <i>Flourish. A new understanding of happiness and well-being – and how to achieve them</i>. Nicholas Brealey Publishing. (pp.5-29).</li> </ul> <p><b>Suggested Reading to strengthen your knowledge further and refer to in group discussions:</b></p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>• Snyder, C.R., Lopez, S.J., &amp; Pedrotti, J.T. (2011). <i>Positive Psychology: The scientific and practical explorations of human strengths</i>. Sage Publications. Chapter 1, (pp.1-18).</li> </ul> <p><b>Exercise Assignment</b></p> <ul style="list-style-type: none"> <li>• Take the long VIA Classification of Character Strengths online at <a href="http://www.viame.org">www.viame.org</a> and bring results to class.</li> <li>• Get results from the VIA survey</li> </ul>
<p><b>Class 2</b></p> <p><b>Monday</b> <b>January 23</b></p>	<p><b>Topics to be covered:</b></p> <ul style="list-style-type: none"> <li>• Definitions and Components of well-being: Models of Well-being; Hedonic and Eudaimonic Happiness; PERMA model</li> <li>• The measurement of well-being: Methods used in examining well-being</li> <li>• Classification and Measures of Strengths</li> <li>• Character Strengths and Virtues: Their Role in Well-Being</li> <li>• Intro to field study at the Sports Project</li> </ul> <p><b>Readings</b></p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> <li>• Hefferon, K., &amp; Boniwell, I., (2011). <i>Positive Psychology. Theory, Research and Application</i>. McGraw Hill. (pp. 195-203).</li> </ul> <p><u>Canvas:</u></p>

	<ul style="list-style-type: none"> <li>• Chapter 3: Snyder, C.R., Lopez, S.J., &amp; Pedrotti, J.T. (2011). Positive Psychology. The Scientific and Practical Explorations of Human Strengths. Sage Publications. (pp.37-66).</li> <li>• Keyes, C., Schmotkin, D., &amp; Ryff, C. (2002). "Optimizing well-being: The empirical encounter of two traditions". Journal of Personality and Social Psychology, 82, 1007-22.</li> <li>• Seligman, Martin E.P. (6 July 2011). "Flourish". Royal Society of Arts. audio, video</li> <li>• Kahneman, D., Krueger, A.B., Schkade, D.A., Schwarz, N. &amp; Stone, A.A. (2004). A survey method for characterizing daily life experience: The day reconstruction method. Science, 306, 1776-1780.</li> </ul> <p><u>Websites:</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.youtube.com/watch?v=weVPtrXMMx8">http://www.youtube.com/watch?v=weVPtrXMMx8</a></li> <li>• <a href="http://www.thersa.org/_data/assets/file/0009/407961/20110706MartinSeligman.mp3">http://www.thersa.org/_data/assets/file/0009/407961/20110706MartinSeligman.mp3</a></li> </ul> <p>Bring results with you from VIA survey</p>
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<p><b>Wednesday, January 25</b>  <b>Time: 8.30-12.30</b>  <b>Meeting Place: DIS Vestergade 10</b>  <b>Field Study: The Sports Project</b>  <b>Topic: How the Sports Project emphasize strengths and qualities in young people with a difficult background with aspects of Positive Psychology</b></p>	
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<p><b>Thursday</b>  <b>January 25</b>  <b>Class 3</b></p>	<p><b>Topics to be covered during presentation in class</b></p> <ul style="list-style-type: none"> <li>• Recap on field study</li> <li>• Mindfulness-Based Cognitive Therapy; Theory, evidence and applications</li> <li>• Sharing and discussion of relevant articles</li> <li>• Mindfulness meditation applied- trying different mindfulness exercises</li> <li>• Positive Emotional States and Processes</li> <li>• How to facilitate Positive Emotions with Mindfulness Meditation</li> <li>• Rethinking Emotions Theory: What is the adaptive value of positive emotions? When are positive emotions non-adaptive</li> <li>• Positive Psychological Interventions</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Baer, R.A. &amp; Lykins, E.L.B. (2011). Mindfulness and Positive Psychological Functioning. In K. Sheldon, T.B. Kashdan &amp; M.F. Steger (Eds.). Designing Positive Psychology: Taking Stock and Moving Forward. Oxford University Press.</li> <li>• Snyder, C.R., Lopez, S.J., &amp; Pedrotti, J.T. (2011). Positive Psychology. The Scientific and Practical Explorations of Human Strengths. Sage Publications. (pp.244-253).</li> <li>• Federickson, B. L. &amp; Losada, M.F., (2005). Positive Affect and the Complex Dynamics of Human Flourishing. American Psychologist, Vol.60 No.7.</li> </ul> <p><u>Websites:</u></p> <ul style="list-style-type: none"> <li>• Teasdale, J.D., Segal, Z.V., Williams, J.M.G., Ridgeway, V., Soulsby, J., &amp; Lau, M. (2000). Journal of Consulting and Clinical Psychology, 68, 615-623. Link: <a href="#">Prevention of relapse/recurrence in major depression by mindfulness-based cognitive therapy</a></li> <li>• Ma, S.H., &amp; Teasdale, J.D. (2004). Journal of Consulting and Clinical Psychology, 72, 31-40. Link:</li> </ul>
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<p><b>Monday</b> <b>January 30</b> <b>Class 4</b></p>	<p><b>Academic activity: Intro to short study tour to Western Denmark</b></p> <ul style="list-style-type: none"> <li>• Introduction to the Core Course Week with the theme “Happiness in Denmark”</li> <li>• Allocation of groups, where each group of students is being responsible for one academic visit on the Short Study Tour</li> <li>• Link your analysis with theories, research and understanding of Danish culture and society</li> </ul> <p><b>Readings for today</b> <u>Canvas</u></p> <ul style="list-style-type: none"> <li>• Biswas-Diener, R., Vittersø, J., Diener, E. (2010). The Danish Effect: Beginning to Explain High Well-Being in Denmark, Social Indicators Research, 97(2): Pp. 229-246</li> </ul>
<p><b>Thursday</b> <b>February 2</b> <b>Class 5</b></p>	<p><b>Academic activity: Initial lecture on “What might be the reason that the Danes are being ranked as the happiest people in the world?” and CCW integration paper by Line Frederiksen</b></p> <ul style="list-style-type: none"> <li>• Core Course Week orientation by Program Assistant Kate</li> <li>• Introduction to the Core Course Week integration paper based on theory and your observations: What might be the reason that the Danes are being ranked as the happiest people in the world?</li> <li>• Link your analysis with theories, research and understanding of Danish culture and society</li> </ul> <p><b>Readings for today</b> <u>Textbook:</u></p> <ul style="list-style-type: none"> <li>• Textbook: Chapter 3: Hefferon, K., &amp; Boniwell, I., (2011). Positive Psychology. Theory, Research and Application. McGraw Hill. (pp.44-75).</li> </ul> <p><u>Canvas :</u></p> <ul style="list-style-type: none"> <li>• Christensen, K. et. al. (2006). Why Danes are smug: comparative study of life satisfaction in the European Union. MBJ. Vol. 333, 1289-1291, 23-30 December 2006. Link : <a href="http://www.bmj.com/highwire/filestream/397333/field_highwire_article_pdf/0/1289.full">http://www.bmj.com/highwire/filestream/397333/field_highwire_article_pdf/0/1289.full</a></li> <li>• Link your analysis with theories, research and understanding of Danish culture and society</li> </ul> <p><b>**Group lunch/ Dinner provided by DIS</b></p>

<b>CORE COURSE WEEK</b> <b>Theme: Happiness in Denmark</b> <b>Date: Monday, February 6 – Saturday, February 11</b>	
<p><b>Monday, February 6</b></p> <p>9.00-?</p>	<p><b>09.00-12.00</b>  <b>Location: 10-A12</b>  <b>Intro to Academic Student Activity in Copenhagen</b></p> <ul style="list-style-type: none"> <li>This is a student activity inspired by Positive Psychology. The students are instructed to get out into the city lives, meet the Danes, take pictures, ask questions and observe possible answers to what might be the reason for Danes being ranked the happiest people in the world.</li> </ul> <p><b>12.00-13.00</b>  <b>Lunch on your own</b></p> <p><b>13.00-15.00</b>  <b>Joint Lecture: Chris MacDonald "The Power of Well-Being and Human Performance"</b>  <b>Place: "Bethesda" Rømersgade 17 Bethesda.</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Chris Mac Donald is a physiologist living in Denmark. He is one of the most sought after public speakers in Denmark and has been involved in many innovative documentaries about mental and physical well-being and health via Danish public broadcasting and physical well-being and health via Danish public broadcasting TV.</li> <li>Through the Just Human NGO (justhuman.dk) he works to increase well-being and flourishing on a national level.</li> <li>Chris MacDonald will explore how we in a high paced, modern world can find it difficult to balance and create investment strategies that make both "feeling good" and "performing good" possible.</li> <li>In thought provoking and inspiring seminar, Chris MacDonald presents his well-being and human performance hypothesis</li> <li>This hypothesis is founded on unique and refreshing combination of well-being theories from the science of biology, psychology, physiology and sociology.</li> </ul> <p><b>Reading:</b></p> <p>Will be announced on Canvas.</p>
<p><b>Tuesday, February 7</b></p>	<p><b>10.00-11.30</b>  <b>Location: 10-A12</b>  <b>Guest lecturer Anne Okkels Birk, DIS Faculty, Criminology</b></p> <ul style="list-style-type: none"> <li>Anne Okkels will explore the Danish Open Prison Model and Well-Being</li> </ul> <p><b>11.30-12.30:</b>  <b>Lunch on your own</b></p> <p><b>13.00-16.00</b>  <b>Location: V23-201</b>  <b>Academic activity: Movie screening: Happy (followed by group discussion)</b>  <b>Class discussion based on the happy movie</b></p>

<p>Wednesday, February 8</p>	<p><b>NO CLASS – PREPARE FOR SHORT TOUR</b></p>
<p style="text-align: center;"><b>Short Study Tour to Western Denmark</b>  <b>Date: Thursday, February 9 – Saturday, February 11</b>  <b>Location: Western Denmark</b>  <i>*Students will be handed an information booklet on the bus on departure day*</i></p> <p style="text-align: center;"><b>Core Course Week Evaluations: Please complete the online survey at home by Monday at MIDNIGHT.</b>  <b>The link and instructions will be emailed to you and posted as an announcement on Canvas.</b></p>	
<p><b>Class 6</b>   <b>Monday</b>  <b>February 13</b></p>	<p><b>Topics to be covered</b></p> <ul style="list-style-type: none"> <li>• Recap on Core Course Week: Well-Being in Denmark</li> <li>• Intro to the LIFE model</li> </ul> <p><b>Readings</b>  <u>Canvas:</u></p> <ul style="list-style-type: none"> <li>• Chapter 1: Hefferon, K. &amp; Lomas, T. (2014). <i>Applied Positive Psychology: Integrated positive practice</i>. McGraw.</li> </ul> <p><b>*Core Course Week Evaluations must be completed by TODAY at MIDNIGHT</b></p>
<p><b>Class 7</b>   <b>Thursday</b>  <b>February 16</b>  <b>*Core Course</b>  <b>Week</b>  <b>Integration</b>  <b>Paper due</b></p>	<p><b>Topics to be covered</b></p> <ul style="list-style-type: none"> <li>• Engagement; The concept of Flow and its characteristics</li> <li>• Creativity and Art Applied to Positive Psychology</li> <li>• Dynamics of Intrinsic and Extrinsic Motivation: Self-determination and cognitive evaluation.</li> </ul> <p><b>Readings</b>  <u>Textbook:</u></p> <ul style="list-style-type: none"> <li>• Hefferon, K., &amp; Boniwell, I., (2011). <i>Positive Psychology. Theory, Research and Application</i>. McGraw Hill. (pp. 150-168).</li> </ul> <p><u>Canvas :</u></p> <ul style="list-style-type: none"> <li>• Csikszentmihalyi, M. (1996). <i>Creativity. Flow and the Psychology of Discovery and Invention</i>. Harper Perennial. (pp. 107-126).</li> <li>• Diener, E. &amp; Seligman, M.E.P. (2002). Very happy people. <i>Psychological Science</i>, 13, 81-84.</li> <li>• Ryan, R.M. &amp; Deci, E.L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. <i>American Psychologist</i>, 55, 68-78.</li> </ul>
<p><b>Class 8</b>   <b>Monday</b>  <b>February 20</b></p>	<p><b>Topics to be covered</b></p> <ul style="list-style-type: none"> <li>• Applying Positive Psychology and Coaching</li> <li>• Introduction to assignment part 1: Peer Positive Psychology Coaching Session</li> </ul> <p><b>Readings</b>  <u>Textbook:</u></p> <ul style="list-style-type: none"> <li>• Chapter 10: Hefferon, K., &amp; Boniwell, I., (2011). <i>Positive Psychology. Theory, Research and Application</i>. McGraw Hill. (pp. 195-220).</li> </ul> <p><u>Canvas :</u></p>

	<ul style="list-style-type: none"> <li>• Kauffman, C. (2010). Positive Psychology: The Science at the Heart of Coaching. In: Stober, D.R &amp; Grant A.M. (2010). Evidence Based Coaching Handbook. John Wiley &amp; Sons. (Chapter 8). (pp. 219-249).</li> </ul> <p><u>Website:</u></p> <ul style="list-style-type: none"> <li>• Website: Receive three free resources and the monthly Coaching Report by signing in with your email address: This is optional but you can access the book chapter for free here: Link: <a href="http://www.instituteofcoaching.org/Index.cfm?page=contact">http://www.instituteofcoaching.org/Index.cfm?page=contact</a></li> <li>• Website: International Coach Federation (ICF) Professional Coaching Core Competencies. Link: <a href="http://www.coachfederation.org/includes/media/docs/CoreCompEnglish.pdf">http://www.coachfederation.org/includes/media/docs/CoreCompEnglish.pdf</a></li> </ul> <p><b>Suggested Readings to strengthen your knowledge further and contribute with during group discussions</b></p> <p><u>Canvas :</u></p> <ul style="list-style-type: none"> <li>• Kauffman, C., et al. (2010). The Positive Psychology Approach to Coaching. In: Cox, E. et.al. (eds.): The Complete Handbook of Coaching. Sage (pp.158-171).</li> <li>• Whitmore, J. (2007): Coaching for Performance. Growing People, Performance and Purpose. London: Nicholas Brealey Publishing, 3<sup>rd</sup> ed. (pp.33-56).</li> </ul>
<p><b>Class 9</b></p> <p><b>Thursday</b> <b>February 23</b></p>	<p><b>Topics to be covered</b></p> <ul style="list-style-type: none"> <li>• Assignment, part 1: Peer Positive Psychology coaching session.</li> <li>• Individual coaching sessions in groups of 3, 15 minutes each and 5 minutes for feedback per coaching session</li> </ul> <p><b>Readings</b></p> <p><u>Website:</u></p> <ul style="list-style-type: none"> <li>• YouTube video with Professional coach Suzy Green on Values and “fuzzy vision” in coaching: Link: <a href="http://www.youtube.com/watch?v=_NdqoAzqMQc">http://www.youtube.com/watch?v=_NdqoAzqMQc</a></li> </ul> <p>(Suzy Greens website: <a href="http://thepositivityinstitute.com.au/">http://thepositivityinstitute.com.au/</a>)</p> <ul style="list-style-type: none"> <li>• Positive Cognitive States and Processes</li> <li>• Seeing our future Through Self-Efficacy, Optimism and Hope</li> <li>• Wisdom and Courage</li> </ul> <p><b>Readings</b></p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> <li>• Chapter 2: Hefferon, K. &amp; Lomas, T. (2014). <i>Applied Positive Psychology: Integrated positive practice</i>. McGraw.</li> <li>• Hefferon, K., &amp; Boniwell, I., (2011). Positive Psychology. Theory, Research and Application. McGraw Hill. (pp. 94-113).</li> <li>• Mauss, I.B., Tamir, M., Anderson, C.L. &amp; Savino, N. (2010). Can seeking happiness make people unhappy? Paradoxical effects of valuing happiness. <i>Emotion</i>, 11, 807-815</li> <li>• Wood, A.M., Froh, J.J. &amp; Geraghty, A.W.A. (2010). Gratitude and well-being: A review yuyand theoretical integration. <i>Clinical Psychology Review</i>, 30, 890-905.</li> <li>• McCullough, M.E., Root, L.M., Tabak, B.A., &amp; Witvliet, C. (2009). Forgiveness. In S.Lopez and C.R. Snyder (Eds.), <i>The Oxford Handbook of Positive Psychology</i></li> </ul> <p><u>Canvas:</u></p>

	<ul style="list-style-type: none"> <li>Chapter 8 &amp; 9: Snyder, C.R., Lopez, S.J., &amp; Pedrotti, J.T. (2011). Positive Psychology. The Scientific and Practical Explorations of Human Strengths. Sage Publications. (pp. 163-203; 205-241).</li> </ul>
<b>Travel Break 1</b> <b>No Class</b> <b>Monday February 27- Friday March 3</b>	
<b>Class 10</b>  <b>Monday</b> <b>March 6</b>	<b>Topics to be covered</b> <ul style="list-style-type: none"> <li>Positive Cognitive States and Processes</li> <li>Seeing our future Through Self-Efficacy, Optimism and Hope</li> <li>Wisdom and Courage</li> </ul> <b>Readings</b> <u>Textbook:</u> <ul style="list-style-type: none"> <li>Chapter 2: Hefferon, K. &amp; Lomas, T. (2014). <i>Applied Positive Psychology: Integrated positive practice</i>. McGraw.</li> <li>Hefferon, K., &amp; Boniwell, I., (2011). Positive Psychology. Theory, Research and Application. McGraw Hill. (pp. 94-113).</li> <li>Mauss, I.B., Tamir, M., Anderson, C.L. &amp; Savino, N. (2010). Can seeking happiness make people unhappy? Paradoxical effects of valuing happiness. <i>Emotion</i>, 11, 807-815</li> <li>Wood, A.M., Froh, J.J. &amp; Geraghty, A.W.A. (2010). Gratitude and well-being: A review yuyand theoretical integration. <i>Clinical Psychology Review</i>, 30, 890-905.</li> <li>McCullough, M.E., Root, L.M., Tabak, B.A., &amp; Witvliet, C. (2009). Forgiveness. In S.Lopez and C.R. Snyder (Eds.), <i>The Oxford Handbook of Positive Psychology</i></li> </ul> <u>Canvas:</u> <ul style="list-style-type: none"> <li>Chapter 8 &amp; 9: Snyder, C.R., Lopez, S.J., &amp; Pedrotti, J.T. (2011). Positive Psychology. The Scientific and Practical Explorations of Human Strengths. Sage Publications. (pp. 163-203; 205-241).</li> </ul>
<b>Field Study: Dyrehaven, Klampenborg</b> <b>Topic: Mindfulness Workshop</b> <b>Date: Wednesday, March 8</b> <b>Time: 13.00-17.00</b> <b>Meeting Place: Outside V10</b> <b>Objective: Focus on well-being and happiness with a nature and mindfulness workshop</b>	
<b>Class 11</b>  <b>Thursday</b> <b>March 9</b>  <b>*Case Interventions Plan due</b>	<b>Topics to be covered</b> <ul style="list-style-type: none"> <li>The Body in Positive Psychology</li> <li>Intro to Group Presentations</li> </ul> <b>Readings</b> <u>Textbook:</u> <ul style="list-style-type: none"> <li>Chapter 3: Hefferon, K. &amp; Lomas, T. (2014). <i>Applied Positive Psychology: Integrated positive practice</i>. McGraw.</li> <li>Chapter 6: Hefferon, K., &amp; Boniwell, I., (2011). Positive Psychology. Theory, Research and Application. McGraw Hill. (pp. 114-136).</li> <li>Chapter 9: Hefferon, K., &amp; Boniwell, I., (2011). Positive Psychology. Theory, Research and Application. McGraw Hill. (175-194).</li> <li>Social Happiness, Relations and Pro-Social behavior</li> </ul>

	<ul style="list-style-type: none"> <li>• Empathy and Egotism</li> </ul> <p><b>Readings</b></p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> <li>• Chapter 4: Hefferon, K. &amp; Lomas, T. (2014). <i>Applied Positive Psychology: Integrated positive practice</i>. McGraw.</li> </ul> <p><u>Canvas :</u></p> <ul style="list-style-type: none"> <li>• Myers, D.G. Close Relationship and Quality of Life. In Kahneman, D. Et al. (eds.) <i>Well-Being. The Foundations of Hedonic Psychology</i>, 1999. Russell Sage Foundation. New York. (376-394)</li> <li>• Emmons, R.A. &amp; McCulloough, M.E., (2003). Counting Blessings Versus Burdens: An Experimental Investigation of Gratitude and Subjective Well-Being in Daily Life. <i>Journal of Personality and Social Psychology</i> 2003, Vol.84, No.2, 377-389</li> </ul>
<p><b>Class 12</b></p> <p><b>Monday</b> <b>March 13</b></p>	<p><b>Topics to be covered</b></p> <ul style="list-style-type: none"> <li>• Social Happiness, Relations and Pro-Social behavior</li> <li>• Empathy and Egotism</li> </ul> <p><b>Readings</b></p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> <li>• Chapter 4: Hefferon, K. &amp; Lomas, T. (2014). <i>Applied Positive Psychology: Integrated positive practice</i>. McGraw.</li> </ul> <p><u>Canvas :</u></p> <ul style="list-style-type: none"> <li>• Myers, D.G. Close Relationship and Quality of Life. In Kahneman, D. Et al. (eds.) <i>Well-Being. The Foundations of Hedonic Psychology</i>, 1999. Russell Sage Foundation. New York. (376-394)</li> <li>• Emmons, R.A. &amp; McCulloough, M.E., (2003). Counting Blessings Versus Burdens: An Experimental Investigation of Gratitude and Subjective Well-Being in Daily Life. <i>Journal of Personality and Social Psychology</i> 2003, Vol.84, No.2, 377-389 Self-discipline &amp; Perseverance</li> </ul>
<p><b>Class 13</b></p> <p><b>Thursday</b> <b>March 16</b></p>	<p><b>Topics to be covered</b></p> <ul style="list-style-type: none"> <li>• Introduction to themes of the Study Tour to London</li> <li>• Preparation for Study Tour to London with the theme: Well-Being and Happiness in England</li> <li>• Allocation of groups, where each group is being responsible for one academic visit</li> <li>• Prepare questions for the Academic visits at the Study Tour and read up on the academic visit.</li> <li>• Long Tour Orientation by Program Assistant</li> </ul>
<p><b>LONG STUDY TOUR</b>  <b>Location: London, England</b>  <b>Theme: Well-Being and Happiness in England</b>  <b>Date: Sunday March 19 - Friday March 24</b>          * Students will be handed an information booklet at the airport on departure day*</p> <p><b>Long Study Tour 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 .</b></p>	

<p><b>Class 14</b></p> <p><b>Monday</b> <b>March 26</b></p>	<p><b>Topics to be covered</b></p> <ul style="list-style-type: none"> <li>Recap on Study Tour to London and the theme: Well-Being and Happiness in England</li> <li>What did you learn?</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>TBA</li> </ul> <p><b>*Long Tour Evaluations must be completed by TODAY at MIDNIGHT</b></p>
<p><b>Class 15</b></p> <p><b>Thursday</b> <b>March 30</b></p>	<p><b>Topics to be covered</b></p> <p>Guest lecturer <b>James Thomas</b>, Professional bodyguard and entrepreneur.</p> <ul style="list-style-type: none"> <li>Post Traumatic Growth – A real life narrative.</li> <li>Resilience and Hardiness</li> </ul> <p><b>Readings</b></p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> <li>Chapter 6: Hefferon, K. &amp; Lomas, T. (2014). <i>Applied Positive Psychology: Integrated positive practice</i>. McGraw.</li> <li>Chapter 5: Living Well at Every Stage of Life (pp. 91-113).</li> </ul> <p><u>Canvas :</u></p> <ul style="list-style-type: none"> <li>Bonanno, G.A. (2004). Loss, trauma, and human resilience: Have we underestimated the human capacity to thrive after extremely aversive events? <i>American Psychologist</i>, 59, 20-28.</li> <li>Coutu, D.L. (2002). How Resilience Works. <i>Harvard Business Review</i>, 80, (5), 46-55.</li> <li>Duckworth, A.L. &amp; Seligman, M.E.P. (2005). Self-discipline outdoes IQ in predicting academic performance in adolescents. <i>Psychological Science</i>, 16, 939-944.</li> <li>Duckworth, A.L., Peterson, C., Matthews, M.D., &amp; Kelly, D.R. (2007). Grit: Perseverance and passion for long-term goals. <i>Journal of Personality and Social Psychology</i>, 92, 1087-1101.</li> </ul>
<p><b>Class 16</b></p> <p><b>Monday</b> <b>April 3</b></p>	<p><b>Topics to be covered</b></p> <p><b>Group Presentations Group 1, 2 and 3</b></p>
<p><b>Class 17</b></p> <p><b>Thursday</b> <b>April 6</b></p>	<p><b>Topics to be covered</b></p> <p><b>Group Presentations Group 3, 4 and 5</b></p>
<p><b>Class 18</b></p> <p><b>Monday</b> <b>April 10</b></p> <p><b>*Final Paper due!!</b> <b>Submit a hardcopy to my mailbox in the PSY Office (V7.24) by 12.00</b></p>	<p><b>Topics to be covered</b></p> <ul style="list-style-type: none"> <li>Capstone: Bringing the Course Together</li> <li>Summing up Positive Psychology</li> <li>Do we need a Positive Psychology?</li> <li>Critiques of Positive Psychology</li> <li>Wrap up</li> </ul> <p><b>Readings</b></p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>Warren, S. (2010): What's Wrong with Being Positive? In Linley, P.A. et al. (eds): <i>Oxford Handbook of Positive Psychology and Work</i>. Oxford University Press. Pp.313-322.</li> <li>Further required reading will be announced on Canvas</li> </ul>

**Finals Week**  
**Monday, May 8<sup>th</sup>—Thursday, May 11<sup>th</sup>**  
**There is no final exam in this class**

## References

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- Biswas-Diener, R., Vittersø, J., Diener, E. (2010). The Danish Effect: Beginning to Explain High Well-Being in Denmark, *Social Indicators Research*, 97(2): Pp. 229-246
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- [Positive Psychology](#) | [Psychology Program](#) | DIS – Study Abroad in Scandinavia  
Related Disciplines: Psychology

- Fredrickson, B. L. & Losada, M.F., (2005) Positive Affect and the Complex Dynamics of Human Flourishing. *American Psychologist*, Vol. 60 No. 7.
- Frey, B. & Stutzer, A. (2002) 'What can economists learn from happiness research', *Journal of Economic Literature*, 40, 402-435
- Hefferon, K., & Boniwell, I. (2011). *Positive Psychology: Theory, research and applications*. McGraw Hill.
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### **Links:**

#### Coaching:

International Coach Federation (ICF) Professional Coaching Core Competencies.

Online consultation: January 2, 2013.

<http://www.coachfederation.org/includes/media/docs/CoreCompEnglish.pdf>

You tube video with Suzy Green on Values and “fuzzy vision”.

Online consultation: January 2, 2013.

[http://www.youtube.com/watch?v=\\_NdqoAzqMQc](http://www.youtube.com/watch?v=_NdqoAzqMQc)

Receiving 3 free resources and the monthly Coaching Report by signing in with your email address:

Online consultation: January 2, 2013.

<http://www.instituteofcoaching.org/Index.cfm?page=contact>

#### Mindfulness:

For an introduction to the scientific evidence of the benefits mindfulness:

Online consultation: January 2, 2013.

[http://marc.ucla.edu/workfiles/pdfs/MARC-mindfulness\\_research\\_summary.pdf](http://marc.ucla.edu/workfiles/pdfs/MARC-mindfulness_research_summary.pdf).

Mindfulness meditation is Rediscovered: Gross, A. (2012). The Daily Beast.

Online consultation: January 2, 2013.

<http://www.thedailybeast.com/newsweek/2012/01/01/mindfulness-meditation-is-rediscovered.html>

Mindfulness meditation found to increase brain size:

Online consultation: January 2, 2013.

[http://news.harvard.edu/gazette/story/2006/02/meditation-found-to-increase-brain-size/?fb\\_ref=sidebar](http://news.harvard.edu/gazette/story/2006/02/meditation-found-to-increase-brain-size/?fb_ref=sidebar)

Interview with Jon Kabat-Zin “Towards a Mindful Society” :

Online consultation: January 2, 2013.

[http://www.mindfulnesscds.com/sun\\_mar10\\_kabat\\_zinn.pdf](http://www.mindfulnesscds.com/sun_mar10_kabat_zinn.pdf)

Teasdale, J.D., Segal, Z.V., Williams, J.M.G., Ridgeway, V., Soulsby, J., & Lau, M. (2000)...Journal of Consulting and Clinical Psychology, 68, 615-623.

Online consultation: January 2, 2013.

[Prevention of relapse/recurrence in major depression by mindfulness-based cognitive therapy](#)

Ma, S.H., & Teasdale, J.D. (2004). Journal of Consulting and Clinical Psychology, 72, 31-40.

Online consultation: January 2, 2013.

[Mindfulness-based cognitive therapy for depression: Replication and exploration of differential relapse prevention effects](#)

The pitfalls of mindfulness meditation:

Online consultation: January 2, 2013.

Link: <http://blogs.psychcentral.com/mindfulness/2012/06/what-everyone-should-know-about-the-dangers-of-meditation/#more-2836>

The VIA-IS:

The VIA-IS can be found online:

Online consultation: January 2, 2013.

<http://www.viacharacter.org/www/>

Word Happiness Report:

World Happiness Report. Columbia University: Earth Institute:

Online consultation: January 2, 2013.

[www.earth.columbia.edu/sitefiles/file](http://www.earth.columbia.edu/sitefiles/file)

Why Danes are smug: Comparative study of life satisfaction in the European Union.

Online consultation: January 2, 2013.

[http://www.bmj.com/highwire/filestream/397333/field\\_highwire\\_article\\_pdf/0/1289.full](http://www.bmj.com/highwire/filestream/397333/field_highwire_article_pdf/0/1289.full)