

Positive Psychology E

Semester: Spring 2017

DIS Copenhagen

Core Course

Credits: 3

Long Study Tour: Warsaw/Krakow

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

Days: Mondays and Thursdays

Time: 8.30-9.50

Classroom: N7-C24

Course Information and Purpose

1. Instructor Information:

Instructor:

Eleftherios Saftis, MSc.

Terry has a MSc. in Health Psychology (2000) and a BSc. (Hons) in Psychology (1997) both from City University UK/London. He also has a certificate in psychotherapy and counseling and is in the process of qualifying as a psychoanalyst from the Centre for Freudian Analysis and Research. Terry has co-authored a number of journal articles on post-traumatic stress disorder.

Before joining DIS Terry Saftis worked as the Clinical Director of Community Housing and Therapy, a leading UK charity running therapeutic community households for adults with mental health diagnoses. He has also managed two therapeutic community projects, one, being a project working with homeless veterans suffering from mental health difficulties and the other a project for individuals with a diagnosis of psychosis and personality disorder. He has also worked as a psychologist in the Greek Army. With DIS since 2015.

Psychology Program Director:

Carla Caetano, Ph.D.

DIS Contact:

Psychology Program Assistant:

Kate Giddens

Email: kg@dis.dk

Phone: +45 33 76 57 64

Guest Lecturers:

1. ***Torben Jørgensen, DIS Faculty***
 - Topic: Introduction to the History and Politics of Poland
2. ***Susanne da Cunha Bang, Program Director of Danish and Language and Culture***
 - Topic: Introduction to the Danish Welfare State
3. ***Nick Trigkatzis***
 - Topic: *The Elemental Self*

2. Course Description:

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Related Disciplines: Organizational Behavior

Prerequisites: A course in Psychology at the university level.

Positive psychology has arrived and has shown its strong intentions of staying as a major player in modern psychology. It can be seen by the increasing number of courses that are offered in the field but also by the increasing number of publications. Even though psychology has offered us great insights with regards to the development of pathologies/disorders and their treatment, scholars/professionals' have been arguing that working exclusively within a deficiency model impedes broader development in understanding the way in which individual, communities, and societies tend to flourish. From Foucault's (1973) work on the critical analysis of how today's medical conceptual frameworks define and determine human thought onto Seligman and Csikszentihalyi (2000) which argue that psychology has tended to view humans through one lens spectacles and paid almost exclusive attention to deficiencies and pathologies.

Positive psychology, on the other hand, has allowed psychology to provide a new framework on how to conceptualize and understand the contributing factors of what makes individuals, communities and societies to flourish. In a nutshell the aim of positive psychology is to study the other side of the coin and therefore address the full spectrum of human experience.

The three pillars of positive psychology are: Positive individual traits, positive emotions and positive institutions. The course is designed to take students on an exploratory journey in examining these three pillars. By using these three pillars as a the building blocks of a series of lectures students will become equipped with the necessary knowledge base and practical application skills to work effectively with individual, groups and societies using a positive psychology framework. The course offers opportunities for students to achieve and demonstrate learning outcomes that are simultaneously evidence based and self-directed. Students will acquire a depth of understanding and a critical awareness in positive psychology. Most importantly each individual student should be able to develop their own unique standpoint with regards to the theory and its application across a wide range of settings.

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 to coming to class
- contribute to class discussions and group activities
- draw upon your interactions and observations from daily life, 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
- complete all positive psychology exercises

3. Objectives:

In this Positive Psychology course we will focus on the way the field is approached in a variety of contexts in which it is applied.

Regarding Theory and Research

1. Understand what positive psychology is and its philosophical underpinnings.
2. What constitutes happiness, well-being and living the "good life".
3. Positive psychology within a clinical setting
4. Methodologies and techniques in positive psychology.

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Related Disciplines: Organizational Behavior

5. The application of positive psychology in organizations and communities.
6. Culture and spirituality

On completion of the course, students will have evidenced across a wide range of assessment opportunities:

1. A comprehensive knowledge base of positive psychology theories and their application in individual, organizational, and societal contexts.
2. Analyze and apply a range of skills for applying the underlying knowledge base to their day-to-day practice as potentially future positive psychology practitioners.
3. An awareness on the diverse range of applications with regards to positive psychology and to be able to develop and formulate interventions as potential future positive psychology practitioners'.
4. An increased level of self-reflection and an ability to analyze and critically debate the various theories explored in class.

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 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

1. Required Textbook (Available in DIS Library):

- Frankl, Victor E. (2006). Man's Search for Meaning. Beacon Press
- Hefferon K. & Boniwell, I., (2011). Positive Psychology. Theory, Research and Application. UK: McGraw Hill.

2. Required Articles and Other Media on Canvas:

- Refer to Course Schedule

3. Approach to Teaching:

The class will be a mixture of lectures with PowerPoint presentations, group discussions and questions to reflect upon. A large component in this course is based on experiential learning, so students are expected to participate actively in class exercises, reflection and discussions. Students are expected to take active responsibility towards their learning. Students are expected to follow the following rules in order to promote the best possible learning environment for all:

- 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 taken seriously.

- Students should be able to feel confident in presenting their differing viewpoints even if those are different to other class members. Differences should always be approached with respect and students to be able to think about these differences in a reflective manner in relation to their own life experiences and how each one digests and processes the different theoretical perspectives presented.

4. Field Studies:

Field studies serve to complement your course work by placing you in the professional field to compare, extend and rethink what we read about, discuss in seminar, and encounter in practicum. Learning through field study is supported by advance preparation. Please be ready for field study by completing all reading and preparing questions in advance. The aim of the project is to help children; local residents interact with each other but also to help us maintain our contact with nature.

Byoasen: Møllegade 25C, 2200 København N

Date: Tuesday 12th September

- Time 15.15-16.15
- Topic: Byoasen – City Farm – Møllegade 25, Nørrebro
- Objective: To explore the importance of community projects and how they potentially can contribute to users wellbeing but also to the wellbeing of individuals which run such projects. Byoasen city farm creates bridges for community member to interact with each other but also to bring nature into the city. It also facilitates and builds bridges for community member to interact with each other and nature.

The Sports Project, Copenhagen: Nørrebrohallen, Nørrebrogade 208, 2200 København N

Date: Wednesday, 15th March

- Time: 9.00 – 12.00
- Christopher Hansen, qualified Social Worker, will present his Pilot Project North of Copenhagen, “The Sports Project” where young people with a criminal or difficult background are being offered intensive sports training with the aim to emphasize strengths and qualities with aspects of Positive Psychology.
- **Learning Objectives:** Explore how Positive Psychology can be applied to real life organizations and how the focus on strength can enhance new possibilities to the benefit of young people; Examine what other elements of Positive Psychology have been implemented in the Sports Project

Chris MacDonald: Bethesda, Rømersgade 17

Date: Monday, February 6th

- **The Power of Wellbeing and Human Performance**
- In a high paced, modern world it can be difficult to find balance and create investment strategies that make both "feeling good" and "performing good" possible. In many cases and all too often one is pressured to compromise one of the two or in worst case both. However with the right knowledge and some dedicated practice, we can dramatically increase our odds of having the best of both worlds that is both feeling good and performing good - most of the time. In this thought provoking and inspiring seminar Chris MacDonald presents his well-being and human performance hypothesis. A hypothesis founded in a unique and refreshing combination of wellbeing theories from the sciences of biology, psychology, physiology and sociology.
- Chris MacDonald 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 wellbeing and health via Danish public broadcasting TV. Through the Just Human NGO (justhuman.dk) he works to increase well-being and flourishing on a national level.

5. Core Course Week/Short Tour: Well-being in Denmark.

- **Theme: An exploration of the concept of wellbeing.**

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Related Disciplines: Organizational Behavior

- **Purpose:** During Corse Course Week and our short study tour to Denmark, we will be considering Well-Being in Denmark. We will explore the various ways that people pursuit well-being in their lives and how the cultural make-up of the country affects overall well-being.
- **Timing:**
 - February 6th — February 7th
 - February 9th – February 11th Western Denmark
- **Orientation:** Activities during the Short Tour will be presented to you in the week before departure and students will be handed a fully detailed information booklet on the bus on departure day.
- **Assignments:**
 - Study Tour Leadership

You will be agreeing with other students in a group that will be determined in class beforehand. This component consists of a variety of tasks including (for one or two visits) introducing yourself to the visit host, introducing the visit or presentation to the class, asking questions during the visit or presentation, and leading the class in a discussion immediately following the visit. Students will be marked throughout the study tours even if they are not leading the particular visit. All students are required to participate actively in group discussion throughout all study tour visits attended.

- Core course week paper: Students will be required to write an individual paper (5 -6 pages excluding cover page and references, 12 point font) with regards to the themes explored on the study tour in Denmark. More information will be provided on Canvas closer to the date. Addition instructions can be found below.

6. Long Study Tour: Warsaw and Krakow, Poland

- **Theme:** *An exploration of positive psychology across cultures.*
- **Purpose:** During our long study tour, we will fly to Poland and visit the two main capital cities Warsaw and Krakow. During those visits we will visit numerous sites and examine key concepts relating to positive psychology. The concepts that we will be concentrating during our visit are; meaning, mindfulness, spirituality and religion. We will also be exploring a historically overview of the city and how key cultural events have influenced the psyche of the population on an individual/group level.
- **Timing:**
 - March 19th – March 24th
- **Orientation:** You will have a presentation in class one week before departure and will be given the booklet with full details at the airport.
- **Assignments:**
 - Study Tour Leadership

You will be agreeing with other students in a group that will be determined in class beforehand. This component consists of a variety of tasks including (for one or two visits) introducing yourself to the visit host, introducing the visit or presentation to the class, asking questions during the visit or presentation, and leading the class in a discussion immediately following the visit. Students will be marked throughout the study tours even if they are not leading the particular visit. All students are required to participate actively in group discussion throughout all study tour visits attended.

7. Expectations of the Students: 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 conversation.’ ‘When responding to questions in class, make reference to our readings to support the points you are making.

Assignments and Evaluation

Methods of Evaluation	How evaluated	Due Date	Percentage of grade
Participation and Engagement	Individually graded	Ongoing	10%
Study Tour Leadership	Graded as a group	9 ^h – 11 th February 19 th March – 24 th March	10%
Core Course Week Paper	Individually graded	23 rd February	25%
Group Presentations: Positive Psychology in Organizations/Communities	Graded as a group	30 th March	15%
Discussion Panel	Graded as a group	6 th April	15%
Final Paper	Individually graded	4 th May	25%
Total			100%

Participation and Engagement (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. Attendance is mandatory.

Study Tour Leadership (10%):

Due Date(s): February 9th – 11th and March 19th- March 24th

You will be working with other students in a group. This component consists of a variety of tasks (for one or two visits) including:

1. Introducing yourself to the host and presenting the group.
2. Introducing the visit or presentation to the class.
3. Asking questions during the visit and after the presentation.
4. After the presentation the class will break in a group and you will lead the class in a discussion immediately following the visit.

Core course week paper (25%):

Due Date: 23rd February

Papers should be uploaded onto Canvas by 11.59.

Students will be required to write an individual paper (6-7 pages excluding cover page and references, font 11) with regards to the theme/s explored during core course week. During the tour we will have visited

institutions/organisations that contribute directly to the enhancement of individual well-being and the creation of flourishing institutions.

Students will be required to collect both theoretical information with regards to the topic chosen and also collate other information made available to them during the study tour (e.g., lecture observations, visits site visits, photos, or discussions with individuals while on tour). It is expected that students are able to tie in theoretical concepts with what is observed with regards to the visits. Students will be expected to use a minimum of four primary research articles. The research articles should tie in with the observations of the students' visits and the theme they have chosen to present. Students are also expected to use one to two key theories within the framework of positive psychology

Students are expected to submit minimum of one photo in their work that attempts to capture the image of what they are trying to present.

It is important in this that students are able to show evidence of being able to critically reflect the viewpoint they are presenting.

Group Presentations: Positive Psychology Organizations/Communities (15%):

Due Date: 30th March

Students will be split into groups of 4-5 people and will be required to collect evidence with regards to an institution/community project of their choice (students are not allowed to use sites of their practicum). Evidence will predominantly be collated from the Internet and the personal webpages of the organisations/communities that students have chosen. Students can concentrate on one piece of evidence or multiple pieces of evidence with regards to the running principles of the organisation/community. An example can be on the statement of purpose of the organisation, human resources, newsletters, historical briefings, business plans, research etc.

After choosing an organisation/community, students will be asked in groups to make a proposal on how they would integrate positive psychology principles towards improving the organisation/community. Students should support the changes they chose to make with relevant positive psychology research and with a clear idea of how the change will help the functioning of the organisation/community.

Students should think of the theoretical principles that govern the approach of the organization/community. They should take into account a holistic approach towards the functioning of the organization and that each sector influences the running of other organisational/community sectors.

Once students have located the organisation/community and which area/s they are concentrating on. They should alter the running processes/principles of the organisation/community by integrating positive psychology principles in the workings of the organisation/community. Students will be required to make a 10-minute presentation to the class:

- 1) Why they have chosen the particular organization?
- 2) Which areas they have chosen their interventions on and why?
- 3) Which positive psychology principles they have chosen to use in changing the functioning of the organization. The theoretical principles that students have chosen should be backed up by relevant and up to date research. For each principle it is expected that students provide at least three pieces of evidence in the form of research articles.
- 4) What outcomes are expected by altering the running principles of the organization?
- 5) How students will measure outcomes with regards to the effectiveness of the changes they have made.

Discussion Panel (15%):***Due Date: 6th April***

In groups of four or five it will be expected to lead a panel discussion on a topic that will be given to the class.

Students will be given different topics on debatable issues in relation to positive psychology. Each group will take the lead in preparing a question that is debatable in the field. The group will be required to develop a five-minute supportive response question and a five-minute critical response.

After finishing their presentation the group is required to lead the class in a group discussion. It is expected that at least two questions will be raised for the rest of the class to debate, which will promote reflective thinking in the rest of the group.

More information to follow on Canvas

Final Paper (25%):***Due Date: 4th May******Papers should be uploaded onto Canvas by 11.59 pm***

Students will be required to write a long final paper (5-7 pages, excluding references and title page, 11 point font). It is expected that a minimum of seven research papers are used along with text books. Each research paper should derive from primary journals. Examples of these journal are; Journal of Clinical Psychology, Psychology Inquiry, International Journal of Well Being, The Journal of Positive Psychology etc.

Students are required to choose a topic of their choice on a positive psychology theme, which has been explored in class, and develop a research question that they would like to explore.

Your paper should include:

- A) Provide an introduction “set the scene” of why they have chosen the particular subject and why they think it is important. It is important that students narrow down their essay question and consider one or two aspects of any topic they have chosen.
- B) After students have chosen the topic and introduced it in their essay it is important they provide a literature review, which is critically incorporated in their chosen theme. This involves giving a clear account of the relevant concepts and theories, together with a critical integration of those concepts.
- C) The next stage of writing the final paper is to summarize what you have found in order to give a clear picture of the current state of affairs in terms of knowledge, contradictory findings and viewpoints etc. Its kinds of where we are now and what are we left with?
- D) Once you have summarized the current state of knowledge, you are in a position to move forward to your critical analysis:
 1. Firstly, is the currently theoretical approach to the topic adequate?
 2. The second thing to think about is where further research is needed? Very little in psychology is ever ‘cut and dry’, and there is always room for further investigation and clarification.
 3. Another aspect of concluding might be to highlight the importance of sorting out the gaps and problems you have identified with respect to some elements of clinical practice.
 4. Finally, a conclusion is not a conclusion if you don’t use it give a final answer to the question set.

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

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 Office of Academic Support 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.

Policy on Late Papers:

Late papers will be accepted, but your grade for the paper will be reduced by half a letter point for each day that it is late.

Policy for Students Who Arrive Late to Class:

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

Use of Laptops or Phones 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 etc. during class will have a negative impact on your participation grade. (Anne Brandt Christensen, DIS).

Disability and Resource Statement:

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) 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>Psychology Program Orientation Date: Wednesday, January Time: 8.15-11.00 Location: Kosmopol, Fiolstræde 44, 1171 København K</p>	
<p>Thursday, 19th January 8.30-9.50</p> <p>Class 1</p>	<p>Topics to be covered today:</p> <ul style="list-style-type: none"> • Welcome to Positive Psychology • Introduction to Positive Psychology • Course objectives and structure • Using Canvas with this course <p>Required Readings</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> • Hefferon, K., Boniwell, I. (2011). Positive Psychology. Theory, Research and Application. UK: McGraw Hill. Pp. 1-21. <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Seligman, M. & Csikszentmihaly. (2000) Positive Psychology an Introduction. <i>American Psychologist</i>, 55 (1), 5-14. <p>Students are required for the lecture on the 29th of August to have opened an account with https://www.authentic happiness.sas.upenn.edu.</p>
<p>Monday, 23rd January 8.30-9.50</p> <p>Class 2</p>	<p>Topics to be covered today:</p> <ul style="list-style-type: none"> • Definitions/components of well-being • Hedonic and Eudaimonic Happiness <p>Required Readings</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> • Hefferon, K., Boniwell, I. (2011). Positive Psychology. Theory, Research and Application. UK: McGraw Hill. Pp. 44-94.
<p>Thursday, 26th January 8.30-9.50</p> <p>Class 3</p>	<p>Topics to be covered today:</p> <ul style="list-style-type: none"> • The measurement of well-being <p>Required Readings</p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Dodge R, R., Daly, A., Huyton, J., & Sanders, L. (2012). The Challenge of defining wellbeing. <i>International Journal of Wellbeing</i> 2(3), Pp. 222-235. • Forgeard, M. J. C., Jayawickreme, E., Kern, M. & Seligman, M. E. P. (2011). Doing the right thing: Measuring wellbeing for public policy. <i>International Journal of Wellbeing</i>, 1(1), 79-106 <p><u>Exercise Assignment:</u></p> <ul style="list-style-type: none"> • Complete the long VIA survey for character strengths on the authentic happiness web page and bring your results to the next class (5th of September).

<p>Monday, 30th January 8.30-9.50</p> <p>Class 4</p>	<p>Topics to be covered today:</p> <ul style="list-style-type: none"> • Classifications and Measures of Strengths • The concept and application of strength <p>Required Readings:</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> • Hefferon, K., & Boniwell, I., (2011). Positive Psychology. Theory, Research and Application. UK: McGraw Hill. Pp. 195-203. <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Synder C., Lopez, S., Pedrotti, J. (2011). Positive Psychology. The Scientific and Practical Explorations of Human Strengths. Sage. Pp. 37-66. <p>- Present panel topics and assign groups for projects.</p>
<p>Thursday, 2nd February, 8.30-9.50</p> <p>Class 5</p>	<p>Topics to be covered today:</p> <ul style="list-style-type: none"> • What makes us happy • Hope and Optimism <p>Required Readings</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> • Hefferon, K., & Boniwell, I. (2011). Positive Psychology. Theory, Research and Application. UK: McGraw Hill. Pp. 94-114. <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Synder C., Lopez, S., Pedrotti, J. (2011). Positive Psychology. The Scientific and Practical Explorations of Human Strengths. Sage. Pp.175-192. • Mathew, W., Lopez, S. (2009). Positive expectancies and mental health: Identifying the unique contributions of hope and optimism. The Journal of Positive Psychology 4 (6), Pp. 548-556. <p><i>Intro to Core Course Week and Short Study Tour by DIS Psychology Program Assistant, Kate Giddens</i></p>
<p>CORE COURSE WEEK Theme: Well Being in Denmark Monday, 6th February – Saturday, 11th February</p>	
<p>Monday 6th February</p> <p>Guest lecture</p>	<p>9.30-10.00 Academic activity: Intro to Core Course Week Location: TBD Topic: Well Being in Denmark with Terry Objective: Learn about the theories and learning objectives that we will be focusing on throughout the week.</p> <p>10.00-11.30 Academic activity: Guest Lecturer: Suzanne da Cunha Bang, Program Director for Danish Language and Culture Location: TBD Topic: Introduction to Danish Culture, introduction to the Danish Welfare state Objective: An exploration of what makes Danes to be considered one of the happiest nations in the world.</p>

<p>Field study</p>	<p>11.30 – 12.30 – Students take lunch on their own</p> <p>13.00 – 15.00 Chris Mac Donald Bethesda, Rømersgade 17 THE POWER OF WELLBEING AND HUMAN PERFORMANCE</p> <p>In a high paced, modern world it can be difficult to find balance and create investment strategies that make both "feeling good" and "performing good" possible. In many cases and all too often one is pressured to compromise one of the two or in worst case both. However with the right knowledge and some dedicated practice, we can dramatically increase our odds of having the best of both worlds that is both feeling good and performing good - most of the time. In this thought provoking and inspiring seminar Chris MacDonald presents his well-being and human performance hypothesis. A hypothesis founded in a unique and refreshing combination of wellbeing theories from the sciences of biology, psychology, physiology and sociology.</p> <p>Chris MacDonald 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 wellbeing and health via Danish public broadcasting TV. Through the Just Human NGO (justhuman.dk) he works to increase well-being and flourishing on a national level.</p>
<p>Tuesday 7th September</p>	<p>9.15 – 10.00 – Re cap of previous day Location: DIS Movie Room V23 Library</p> <p>10.00 – 11.30 Academic activity: Movie screening “Happy” followed by a wrap up discussion Location: DIS Movie Room V23 Library Topic: What are the ingredients are for a happy and well-lived life. Objective: Reflect on the subjective characteristics that we consider important for our own wellbeing.</p> <p>12.00-1.00 – Group Lunch Provided by DIS</p> <p>14.00 – 15.30 Byoasen: Møllegade 25C, 2200 København N To explore the importance of community projects and how the potentially can contribute to users wellbeing but also to the wellbeing of individuals which run such projects. Byoasen city farm creates bridges for community member to interact with each other but also to bring nature into the city. It also facilitates and builds bridges for community member to interact with each other and nature.</p>
<p>Wednesday 8th September</p>	<p>No Class Prepare for short tour!</p>
<p>Thursday –Saturday, 9th- 10th -11th September</p>	<p style="text-align: center;">Short Study Tour- Western Denmark September 15th—17th</p> <p style="text-align: center;">*The information booklet will be provided before CCW*</p> <p style="text-align: center;">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>

<p>Monday, 13th February 8.30-9.50</p> <p>Class 6</p>	<p>Topics to be covered today:</p> <ul style="list-style-type: none"> • The concept of Flow & Mindfulness • Cheating chaos and achieving in life • Critical evaluation of research <p>Required Readings</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> • Hefferon, K., & Boniwell, I. (2011). Positive Psychology. Theory, Research and Application. UK: 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) Handbook of Positive Psychology. Pp. 195-206.
<p>Thursday 16th February, 8.30-9.50</p> <p>Class 7</p>	<p>Topics to be covered today:</p> <ul style="list-style-type: none"> • Positive psychology interventions (PPI's) • Fixed mindsets vs Growth Mindsets • Application of PPI's in clinical settings • Critical evaluation of research on the effectiveness of PPI's <p>Required Readings:</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> • Hefferon, K., & Boniwell, I. (2011). Positive Psychology. Theory, Research and Application. UK: McGraw Hill. Pp. 150-175. <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Schueller, S.M., Kashdan, T. B., & Parks, A.C., (2014). Synthesizing positive psychological interventions: Suggestions for conducting and interpreting meta-analyses. International Journal of Wellbeing, 4(1),Pp. 91-98.
<p>Monday 20th February, 8.30-9.50</p> <p>Class 8</p>	<p>Topics to be covered today:</p> <ul style="list-style-type: none"> • Positive psychotherapy (PPT) in the clinic <p>Required Readings:</p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • David, S., Boniwell, I., Ayers, A., (2013) <i>The Oxford Handbook of Happiness</i>, Chapter 72: pp 962-977. • David, S., Boniwell, I., Ayers, A., (2013) <i>The Oxford Handbook of Happiness</i>, Chapter 72: pp 977-993.
<p>Thursday 23rd February, 8.30-9.50</p> <p>Class 9</p>	<p>Topics to be covered today:</p> <ul style="list-style-type: none"> • Resilience and post traumatic growth • Early environmental factors in resilience • Positive psychology interventions after traumatic experience <p>Required Readings:</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> • Hefferon, K., & Boniwell, I., (2011) Positive Psychology. Theory, Research and Application. UK: McGraw Hill. Pp. 114-136.

	<p><u>Canvas:</u></p> <ul style="list-style-type: none"> 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. <p>Optional Readings:</p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> Manning-Jones, S., de Terte, I., & Stephens, C. (2015). Vicarious posttraumatic growth: A systematic literature review. <i>International Journal of Wellbeing</i>, 5(2), 125-139. <p>Core Course Week Paper Due</p>
<p>Travel Break No Class 25th February – 5th March</p>	
<p>Monday 6th March, 8.30-9.50</p> <p>Class 10</p>	<p>Topics to be covered today:</p> <ul style="list-style-type: none"> Positive environments. Application of positive approaches in organizational community setting. Review of current research <p>Required Readings:</p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> David, S., Boniwell, I., Ayers, A., (2013) <i>The Oxford Handbook of Happiness</i>, Chapter 50: pp. 671-676. David, S., Boniwell, I., Ayers, A., (2013) <i>The Oxford Handbook of Happiness</i>, Chapter 52: pp 683-711. David, S., Boniwell, I., Ayers, A., (2013) <i>The Oxford Handbook of Happiness</i>, Chapter 54: pp 732-750. <p>From 09.00-09.30 we will have a visit and brief discussion with Marianne Stagetorn Kolos, pastry chef and owner of La Glace Conditori, voted one of the best workplaces in Denmark.</p>
<p>Thursday 9th March, 8.30-9.50</p> <p>Class 11</p>	<p>Topics to be covered today:</p> <ul style="list-style-type: none"> Positive psychology across cultures <p>Required Readings:</p> <p><u>Canvas:</u></p> <p>Uchida, Y., & Ogihara, Y. (2012). Personal or interpersonal construal of happiness: A cultural psychological perspective. <i>International Journal of Wellbeing</i>, 2(4), 354-369.</p>
<p>Monday 13th March, 8.30-9.50</p> <p>Class 12</p>	<p>Topics to be covered today:</p> <ul style="list-style-type: none"> Spirituality and finding meaning in one's life <p>Required Readings:</p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> Frankl, Victor E. (2006). <i>Man's Search for Meaning</i>. Beacon Press. <p>Student led discussion on the book "Mans Search for Meaning".</p>

<p>Field Study Date: WEDNESDAY, March 15th, 9.00-12.00</p> <p>The Sports Project, Copenhagen: Nørrebrohallen, Nørrebrogade 208, 2200 København N Christopher Hansen, qualified Social Worker, will present his Pilot Project North of Copenhagen, "The Sports Project" where young people with a criminal or difficult background are being offered intensive sports training with the aim to emphasize strengths and qualities with aspects of Positive Psychology.</p> <p>Learning Objectives: Explore how Positive Psychology can be applied to real life organizations and how the focus on strength can enhance new possibilities to the benefit of young people; Examine what other elements of Positive Psychology have been implemented in the Sports Project</p>	
<p>Thursday 16th March, 8.30-9.50</p> <p>Class 13</p>	<p>Topics to be covered today:</p> <ul style="list-style-type: none"> • Guest Lecture: Torben Jørgensen, <i>DIS Faculty</i> <ul style="list-style-type: none"> ◦ Topic: Introduction to the history and politics of Poland. • Long Study Tour Presentation: Kate Giddens, <i>Psychology Program Assistant</i>
<p>Long Study Tour – Warsaw-Krakow, Poland Theme: Positive Psychology Across Cultures Dates: 19th March – 24th March</p> <p>*Students will be handed an information booklet at the airport on departure day*</p> <p>Long 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.</p>	
<p>Monday 27th March 8.30-9.50</p> <p>Class 14</p>	<p>Topics to be covered today:</p> <ul style="list-style-type: none"> • Positive education <p>Required Readings: <u>Canvas:</u></p> <ul style="list-style-type: none"> • David, S., Boniwell, I., Ayers, A., (2013) <i>The Oxford Handbook of Happiness</i>, Chapter 40,41,42: 535-56.
<p>Thursday 30th March, 8.30-9.50</p> <p>Class 15</p>	<p>Topics to be covered today:</p> <p>Group Presentations: An application of positive psychology in institutions/communities.</p> <p>No required reading for class today</p>
<p>Monday 3rd April, 8.30-9.50</p> <p>Class 16 (Guest Lecture)</p>	<p>Topics to be covered today:</p> <p>Guest Lecture Nick Trigazis</p> <ul style="list-style-type: none"> • The elemental self <p>Required Readings: <u>Canvas:</u></p> <p>To be posted on Canvas</p>

<p>Thursday 6th April, 8.30-9.50</p> <p>Class 17</p>	<p>Topics to be covered today:</p> <ul style="list-style-type: none"> • Group Discussion Panel
<p>Monday 10th April, 8.30-9-50</p> <p>Class 18</p>	<p>Topics to be covered today:</p> <ul style="list-style-type: none"> • A critical approach to positive psychology • Wrap up <p>Required Readings:</p> <p><u>Canvas</u></p> <ul style="list-style-type: none"> • Held, B. (2004). The negative side of positive psychology. Journal of Humanistic Psychology, 44 (1), pp. 9-46.
<p>Thursday 4th May</p>	<p>Final paper due @ 11.59 on Canvas</p>
<p align="center">Psychology Concluding Reception Date: Friday, May 5th Time: 18.00-20.00 Location: TBA</p>	
<p align="center">Finals Period May 8th – May 11th No Final Exam</p>	