

Course Syllabus



DRAFT Positive Psychology B

Spring 2019

Semester & Location: Spring 2019 - DIS Copenhagen

Type & Credits: Core Course - 3 credits

Core Course Study Tours: London, England

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

Faculty Members: Line Kamstrup Frederiksen

Program Director: Carla Caetano

Program Assistant:

Time & Place: Monday & Thursday: 16.25-17.45, **Place:** TBD

Description of Course

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.

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.

Learning Objectives

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.

Faculty

Line Kamstrup Frederiksen: DcounPsy in Counselling Psychology (Professional Doctorate in Counselling Psychology, University of Regent's College, London 2011) with a 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.

Readings

Textbooks (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:

- Baer, R.A. & Lykins, E.L.B. (2011). Mindfulness and Positive Psychological Functioning. In K. Sheldon, T.B. Kashdan & M.F. Steger (Eds.), *Designing Positive Psychology: Taking Stock and Moving Forward*. Oxford University Press.
- 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
- Banana, G.A. (2004). Loss, trauma, and human resilience: Have we underestimated the human capacity to thrive after extremely aversive events? *American Psychologist*, 59, 20-28.
- 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.
- Coutu, D.L. (2002). How Resilience Works. *Harvard Business Review*, 80, (5), 46-55.
- Crocker, J. & Park, L. E. (2004). The Costly Pursuit of Self-Esteem. *Psychological Bulletin*, Vol 130(3), 392-414.
- Csikszentmihalyi, M. (1996). *Creativity. Flow and the Psychology of Discovery and Invention*. Harper Perennial. Pp. 107-126.
- Deci, E., Ryan, R. (2000). The What and Why Goal Pursuits: Human Needs and the Self- Determination of Behavior, *Psychological Inquiry*, 2000, Vol.11, No.4, 227-268.
- Diener, E. & Seligman, M.E.P. (2002). Very happy people. *Psychological Science*, 13, 81-84.
- Duckworth, A.L. & Seligman, M.E.P. (2005). Self-discipline outdoes IQ in predicting academic performance in adolescents. *Psychological Science*, 16, 939-944
- Easterlin, R. A.; McVey, L. A.; Switek, M.; Sawangfa, O.; Zweig, J. S. (2010). "The happiness-income paradox revisited". *Proceedings of the National Academy of Sciences* 107 (52): 22463–22468.
- Emmons, R.A. & McCulloough, M.E., (2003). *Counting Blessings Versus Burdens: An Experimental*
- Fredrickson, B. L. & Losada, M.F., (2005) *Positive Affect and the Complex Dynamics of Human Flourishing*. *American Psychologist*, Vol. 60 No. 7.
- Kahneman, D., Krueger, A.B., Schkade, D., Schwarz, N. & Stone, A.A. (2006). Would you be happier were richer? A focusing illusion. *Science*, 312, 1908-1910.
- Kauffman, C. (2010). *Positive Psychology: The Science at the Heart of Coaching*. In Stober, D.R & A.M. (2010). *Evidence Based Coaching Handbook*. John Wiley & Sons. (Chapter 8).
- Keyes, C., Schmotkin, D., & Ryff, C. (2002) "Optimizing well-being: The empirical encounter of two traditions". *Journal of Personality and Social Psychology*, 82, 1007-22
- Linley, P.A., Nielsen, K.M., Gillett, R., R., & Biswas-Diener, R. (2010). Using signature strengths in
- Pursuit of goals: Effect on goal progress, need satisfaction, and well-being, and implications for coaching psychologists. *International Coaching Psychology Review*, 5(1), 6-15
- McCullough, M.E., Root, L.M., Tabak, B.A., & Witvliet, C. (2009). Forgiveness. In S.Lopez and C.R. Snyder (Eds.), *The Oxford Handbook*

of Positive Psychology.

- Myers, D.G. Close Relationship and Quality of Life. In Kahneman, D. Et al. (eds.) Well-Being. The Foundations of Hedonic Psychology, 1999. Russell Sage Foundation. New York.
- Ryan, R. and Deci, E. (2000). Self-determination Theory and the facilitation of intrinsic motivation, social development and wellbeing. *American Psychologists*, 55:68-78.
- Segal, Z; Williams, M; Teasdale, J: (2002). *Mindfulness Based Cognitive Therapy for Depression. A New Approach to Preventing Relapse*. Guildford.
- Seligman, M.E.P., (2011): *Flourish. A New Understanding of Happiness and Well-Being – and How to Achieve Them*. Nicholas Brealey Publishing.
- Wood, A.M., Froh, J.J. & Geraghty, A.W.A. (2010). Gratitude and well-being: A review and theoretical integration. *Clinical Psychology Review*, 30, 890-905.
- Whitmore, J. (2007): *Coaching for Performance. Growing People, Performance and Purpose*. London: Nicholas Brealey Publishing, 3rd ed. (pp.33-56).

Field Studies

TBD

Core Course week/Short Tour: Happiness in Denmark

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.

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: TBD

Orientation: Activities during the Short Tour will be presented to students in the week before departure and the travel itinerary will be posted on Canvas the Friday before departure.

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?”

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: TBD

Orientation: Students will have a presentation in class one week before departure and the travel itinerary will be posted on Canvas the Friday before departure.

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.

Guest Lecturers

TBD

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 a 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.

Expectations of the Students

- 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.

Evaluation

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. 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. Students will be divided into small groups and will be assigned one long study tour visit before departure. 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?”. 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 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 final paper is a synthesis of the learning processes and experiences that you have gained through the whole course.

Grading

Assignment	Percent
Attendance and Participation: incl. study tours and Study Tour Assignment- Individually graded	15%
Core Course Week Integration Paper - individually graded Due TBD	20%
Case Interventions Plan-individually graded Due TBD	20 %

Group Presentations - graded as group performance Presentations: TBD	15 %
Final Paper-individually graded Due TBD	30 %
Total	100 %

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 (20%):

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: TBD**

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: TBD**

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: TBD

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: TBD

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 you 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.

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.

Policies

Attendance

You are expected to attend all classes, guest lectures, workshops and field studies. If you must miss a class for religious holidays, medical reasons, or other valid reasons, you must let us know as far in advance as possible of the absence and obtain information about the work you must do to keep up in class. If you miss a class for any other reason (sudden illness, family emergency, etc.), you should get in touch with us as soon as possible and arrange to make up the work missed.

It is crucial for your learning that you stay on task and hand in assignments on or before the due date. All work– including in-class projects – have to be completed in order to pass the class. Late papers or projects will be marked down with 1/3 of a grade for each day it is late.

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.

Course Summary:

Date Details

Thu Jan 17, 2019

Class 1: Introduction to Positive Psychology 4:25pm to 5:45pm

Mon Jan 21, 2019

Class 2: Definitions and components of well-being: Models of well-being; Hedonic and Eudaemonic Happiness; PERMA model 4:25pm to 5:45pm

Thu Jan 24, 2019

Class 3: Character Strengths and Virtues: Their Role in Well-Being 4:25pm to 5:45pm

Mon Jan 28, 2019

Class 4: Introduction to the LIFE (Layered Integrated Framework Example) Model and how it applies to Interventions within Positive Psychology 4:25pm to 5:45pm

Thu Jan 31, 2019

Class 5: Introduction to the Core Course Week and the theme Happiness In Denmark 4:25pm to 5:45pm

Syllabus for Positive Psychology B

Mon Feb 4- Wed Feb 6, 2019

Core Course Week in Copenhagen 9am to 4pm

Thu Feb 7- Sat Feb 9, 2019

Core Course Week in Western Denmark 8am to 6pm

Mon Feb 11, 2019

Class 6: Recap on Core Course Week in Denmark: What did we learn in relation to the theme Happiness in Denmark? 4:25pm to 5:45pm

Thu Feb 14, 2019

Class 7: Engagement; The Concept of Flow and its Characteristics 4:25pm to 5:45pm

Mon Feb 18, 2019

Class 8: Applying Positive Psychology and Coaching: Introduction to assignment part 1: Peer Positive Psychology Coaching Session 4:25pm to 5:45pm

Thu Feb 21, 2019

Class 9: Peer Positive Psychology Coaching Session 4:25pm to 5:45pm

Mon Feb 25, 2019

Class 10: The Role of the Body in Positive Psychology; Physical Activity and well-being 4:25pm to 5:45pm

Thu Feb 28, 2019

Class 11: Gratitude, Forgiveness and Positive Relationships; Mine field trip "Random Acts of Kindness in the Streets of Copenhagen" 4:25pm to 5:45pm

Mon Mar 4- Fri Mar 8, 2019

Travel Break 12am

Mon Mar 11, 2019

Class 12: Resilience and Post Traumatic Growth 4:25pm to 5:45pm

Thu Mar 14, 2019

Class 13: Group Project & Presentations 4:25pm to 5:45pm

Mon Mar 18, 2019

Class 14: Group Project & Presentations 4:25pm to 5:45pm

Thu Mar 21, 2019

Class 15: Intro to Study tour in London with the theme: Well-being and Happiness in England; Academic visits and group assignments 12am

Sat Mar 23- Sat Mar 30, 2019

Study Tour London 12am

Mon Apr 1, 2019

Class 16: Recap on London, What did we learn in relation the theme: Happiness in England? 4:25pm to 5:45pm

Thu Apr 4, 2019

Class 17: Seeing our future through Self-efficacy, Optimism and Hope 4:25pm to 5:45pm

Mon Apr 8, 2019

Class 18: Final Class: Bringing the Course Together 4:26pm to 5:45pm