

UNIVERSITY OF WINDSOR

DEPARTMENT OF PSYCHOLOGY

Fall 2005 – Senior Seminar- Dr. Hart

“Positive Psychology: Thriving and Flourishing”

- As listed in catalog: Psych 441 “Special Topics in Health Psychology”
- As listed in course syllabus: “Positive Psychology: Thriving and Flourishing”
- Schedule/Venue: Tues/Thurs, 1pm-2:20pm, 364 Dillon Hall
- Instructor: Dr. Kenneth Hart (kenhart@uwindsor.ca). Email me for appointment or come by 191 CHS. Mail to: Dept Psychology, 401 Sunset Ave., Windsor, Ontario, Canada, N9B3P4

Course Description:

Historically, psychology has been ‘negative’ in orientation. It has narrowly sought to understand and repair human weaknesses and liabilities. The present course will describe how the scope of psychology has recently been broadened beyond exclusive concern with identifying pathology and treating or preventing disorder. This course will provide an overview of the emerging field of ‘Positive Psychology.’ Students will be provided with opportunities to understand theory and research pertaining to the psychology of human strengths, assets, abilities and talents. Knowledge gains will be reinforced with personalized experiential learning exercises.

Topics will include: happiness (subjective well being, positive emotions); optimal performance; personal fulfillment; optimal medical health; resilience; emotional intelligence; creativity; optimism; hope; self-efficacy; goals and life commitments; wisdom; humility/compassion/altruism; forgiveness; gratitude; love; moral motivation and the virtues (strengths of character); intrinsic motivation and flow; social support; positive coping; spirituality, meaning and purpose in life; the civic virtues (altruism, volunteerism, prosocial behaviour)

Learning Structure:

The learning environment will involve a mix of instructor lectures and student-led discussions and student-led (power point) presentations, and student-driven active learning exercises. The learning environment will intentionally emphasize student participation. Student writing and speaking will be emphasized. Active student involvement is expected, both within the walls of the classroom and outside this context. To this end, a large number of personalized interactive (hands-on) learning opportunities will be provided with two learning goals in mind: (1) knowledge acquisition and (2) personal growth and cultivation of one’s own strengths, assets, abilities and talents.

Readings:

(1) Seligman, M.E.P. (2004). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. Free Press (paperback); (2) Bolt, M. (2004). *Pursuing human strengths: A positive psychology guide*. Worth Publishers; (3) Compton, W.C. (2005). *An introduction to positive psychology*. Thompson/Wadsworth.

Learning Objectives:

There are two overarching learning goals. The first involves intellectual knowledge gains and the second involves progressive increments in the realization of potential as a human being who can “stretch” and grow. As a result of attending his class, you will obtain new knowledge about the psychology of thriving and flourishing. Specifically, as a result of attending this course and successfully completing the assignments, you can expect to be able to answer three main questions: (1) “what does it mean to live a pleasant life”? (2) “what does it mean to live an engaged (full) life”?, and (3) “what does it mean to live a meaningful life”? As a result of attending this class you will also experience a personal transformation in which you become a more positive person.

Assessment:

There will be 2 exams and 14 active participation assignments. Thus you will be graded on your performance on 16 evaluations. However, of the 14 active participation assignments, I will only “count” your highest 10. Please note that you must hand-in all 14 on time to be eligible to have the lowest 4 dropped. If you only hand-in 10 active participation assignments, you will be given marks of zero (0) for the 4 that are missing. If this happens, I will need to adjust the basis of your marks to ensure your point total reflects all 14 assignments (*including the zero’s*). The clear message is that I want you to hand-in all 14 active participation assignments. Independent of Exams 1 and 2 and the active participation exercises, there are five (5) extra credit opportunities. The extra credit opportunities are voluntary and represent “bonus point” chances to upgrade your final grade. The total number of points you can possibly earn (excluding extra credit) is 190 points.

Exams: (37% of total course grade)

- **Exam 1:** (27 Sept). Exam 1 will solely be devoted to assessing your knowledge of material in Seligman’s book, “*Authentic Happiness*”. See Appendix A (at end of syllabus) for short answer take home portion. The multiple choice question (MCQ) portion will be given during class time 27 Sept. Maximum points earned is 40 points (21% of course total). The written answer portion (the take-home part) is worth 20 points. The MCQ is worth 20 points. There will be 60 MCQ’s, and each correct answer will earn you 1/3rd (one third) of a point. There are no make ups for this exam or Exam 2. If you miss either exam, you will receive a zero. The only exception is medically documented disability. But, I will need official documentation from your doctor. Other emergency situations might involve absence due to traffic accident. If you get into a wreck, I will need to see the police report document. Do not expect a make up exam under any other circumstance. If, prior to the exam date, you anticipate being absent, contact me immediately. If you have a legitimate scheduling conflict, I can authorize an exemption involving some “wiggle” room and compromise.
- **Exam 2:** (22 Nov). Exam 2 will assess your knowledge of material covered between Class 5 and Class 21. A large proportion of these questions will be based directly on the student presentations given in class. There will be 33 such student presentations and you can expect 2 MCQ’s per presentation, for a total of 66 MCQ’s from this source. Other MCQ’s will come from relevant chapters in Bolt and Compton and also Dr. Hart’s lectures. Maximum points earned is 30 points (16% of course total). As noted above, there are no make ups for this exam. If you fail to take the exam on this date, you will receive a zero. The only exception is medically documented disability. But, I will need official documentation from your doctor. Other emergency situations might involve absence due to traffic accident. If you get into a wreck, I will need to see the police report document. Do not expect a make up exam under any other circumstance. If, prior to the exam date, you anticipate being absent, contact me immediately. If you have a legitimate scheduling conflict, I can authorize an exemption involving some “wiggle” room and compromise.

Active Participation Exercises: (63% of total course grade)

APE for short. As noted above, you are required to complete 14 APEs. If you do this work, you will be eligible to have your four lowest APE’s dropped in the calculation of your mark. However, you can’t drop APE #4. APE #4 is compulsory and earns you up to 30 points (16%). All other APEs earn up to 10 points (5%). Thus, collectively, the APEs can earn you up to a maximum of 120 points, counting for 63% of your overall course mark. This is inclusive of the 30 points (ie. 16%) for APE #4 and the 90 points (ie. 47%) for the other nine (9) other individual APEs that will count toward your course grade. Please note that APEs need to be handed-in on the day they are due. The policy is that I will not accept an APE if it is submitted late. If you need to miss a class, you should hand in your APE early. Late APEs will not be accepted and you will receive a mark of zero and you will not be permitted to ‘drop’ this zero mark. The policy of dropping the 4 lowest APEs assumes you handed in the relevant APEs on time. There is zero tolerance on deviation from this policy of late APEs. Clearly, if you keep on schedule and on-time, you will be rewarded.

- Active Participation Exercise. APE 1. (4 Oct) Philanthropic/altruistic action.
- Active Participation Exercise. APE 2. (6 Oct) Reflections on humility
- Active Participation Exercise. APE 3. (11 Oct) Empathy
- Active Participation Exercise. APE 4. (18 Oct, or 20 Oct, or 25 Oct, or 27 Oct) Student mini-presentation
- Active Participation Exercise. APE 5. (3 Nov) Emotional intelligence
- Active Participation Exercise. APE 6 & 7. (8 Nov) Optimism
- Active Participation Exercise. APE 8 (10 Nov) Self-control

- Active Participation Exercise. APE 9 (15 Nov) Intrinsic motivation
- Active Participation Exercise. APE10. (17 Nov) Engaged fascination/flow
- Active Participation Exercise. APE 11.(24 Nov) Healing self-expression (therapeutic writing)
- Active Participation Exercise. APE 12 (29 Nov) Gratitude
- Active Participation Exercise. APE 13 (1 Dec) Positive emotions/Hope
- Active Participation Exercise. APE 14 (6 Dec) Letting go of grudges/forgiveness

Extra Credit Opportunities:

ECO for short, you can earn 3 points for every ECO you hand in on time. If you hand them all in, this will earn you 15 extra credit points (about 8%). Thus, if you hand in all 5 ECO's you will be able to upgrade your overall mark by 8%, which is a substantial boost.

Late ECO's will not be accepted. The only time you can hand them in is on the due date or before (not after). There is zero tolerance for deviation from the late policy for ECO's.

- Extra credit chance 1. (13 Oct). Personal growth involving risk
- Extra credit chance 2. (20 Oct) Self assessment exercise
- Extra credit chance 3. (27 Oct) Self assessment exercise
- Extra credit chance 4. (1 November). Signature Strengths/Values in Action Inventory
- Extra credit chance 5. (29 November). Public expression of gratitude

Week-by-Week Class Outline – Fall 2005

| | |
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| Class 1: | Welcome |
| Teaching Methods: | Welcome and orientation (active/participatory learning) |
| Day/date: | Th 8 September |
| Readings due: | none (but you should have purchased all 3 books by now) |
| Class 2: | Introduction to Positive Psychology: Part 1 |
| Teaching Methods: | Lecture (Dr. Hart) and discussion |
| Day/date: | Tues 13 September |
| Readings due: | none due today but read Seligman “Authentic Happiness” before Exam 1 on 27 Sept and prepare take-home mini-essay answers |
| Class 3: | Introduction to Positive Psychology: Part 2 |
| Teaching Methods: | Positive affect induction exercise, lecture (Dr. Hart) and discussion |
| Day/date: | Th 15 September |
| Readings due: | none due today but read Seligman “Authentic Happiness” before Exam 1 on 27 Sept and prepare take-home mini-essay answers |
| Class 4: | Introduction to Positive Psychology: Part 3 |
| Teaching Methods: | Positive affect induction exercise, lecture (Dr. Hart) and discussion |
| Day/date: | Tu 20 September |
| Readings due: | none due today but read Seligman “Authentic Happiness” before Exam 1 on 27 Sept and prepare take-home mini-essay answers |
| Class 5: | Positive Emotions: Part 1 |
| Teaching Methods: | Positive affect induction exercise, lecture (Dr. Hart) and discussion |
| Day/date: | Th 22 September |
| Readings due: | none due today but read Seligman “Authentic Happiness” before Exam 1 on 27 Sept and prepare take-home mini-essay answers |
| Class 6: | Exam 1: Seligman’s book “Authentic Happiness” |
| Day/date: | Tu 27 September |
| Exam Format/Content: | Bring to class your typed answers to take-home portion of exam and hand-in & respond to MCQ portion of exam during class time |

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| Class 7: | Positive Emotions: Part 2 |
| Teaching Methods: | Positive affect induction exercise, lecture (Dr. Hart) and discussion |
| Day/date: | Th 29 September |
| Readings due: | Chapter 3 in Compton (Subjective Well-Being) and Chapter 6 in Bolt (Happiness) |
| Class 8: | Religiosity and Spirituality: Part 1 |
| Teaching Methods: | Positive affect induction exercise, student sharing of experiential exercise, lecture (Dr. Hart) and discussion |
| Day/date: | Tu 4 October |
| Readings due: | Chapter 10 in Compton (Religion, Spirituality & Well-Being) |
| Assignment Due: | Active Participation Assignment #1. <u>Philanthropic/altruism</u> . Do something to benefit another person or persons that demonstrates generosity of spirit, self-sacrifice, and unselfish civic mindedness. After completing your experiential learning exercise, write-up what you did and the effects on you. Do not write more than 1 page at 12 pitch font and 1.5 line spacing and 1 inch margins. Bring your report to class for handing-in today and for discussion with your partner and the class. Analyze what doing the assignment taught you about yourself and comment on the relevance of the concept/phenomenon to positive psychology. |
| Class 9: | Religiosity and Spirituality: Part 2 |
| Teaching Methods: | Positive affect induction exercise, student sharing of experiential exercise, lecture (Dr. Hart) and discussion |
| Day/date: | Th 6 October |
| Readings due: | Chapter 7 in Bolt (Self-Respect) |
| Assignment due: | Active Participation Assignment #2. “ <u>Reflections on Humility</u> ” Critical Thinking homework exercise (pages 150-151) from Bolt should be completed and written up for handing-in today and for discussion with your partner and the class. Analyze what doing the assignment taught you about yourself and comment about the relevance of the concept/phenomenon to positive psychology. Your report should be no longer than 1 page 12 pitch font 1.5 line spacing and 1 inch margins. Answer all 9 questions. You need not write in full sentences. Make sure your numerical scores are accompanied by a couple of descriptive words to explain their meaning. |
| Class 10: | Empathy |
| Teaching Methods: | Positive affect induction exercise, lecture (Dr. Hart) and discussion |
| Day/date: | Tu 11 Oct |
| Readings due: | Chapter 2 in Bolt (Empathy) |
| Assignment Due: | Active Participation Assignment #3. <u>Empathy self-test</u> (self-assessment) from pages 47-48 in Bolt should be completed and your interpretation of the possible implications of your score (for self-growth) should be written up for handing-in today and for discussion with your partner and the class. You should also discuss the relevance of the concept/phenomenon to positive psychology. Your report should be no longer than 1 page 12 pitch font 1.5 line spacing and 1 inch margins. |
| Class 11: | The Sense of Meaning/Purpose in Life |
| Teaching Methods: | Positive affect induction exercise, student sharing of experiential exercise, lecture (Dr. Hart) and discussion and extra credit opportunity. |
| Day/date: | Th 13 Oct |
| Readings due: | Chapter 8 in Compton (Positive mental Health: Thriving and Flourishing) |
| Extra Credit #1: | This is an optional opportunity to supplement your education and earn bonus points in the process. Your involvement is voluntary. See paragraph three under the bullet “Personal Explorations” on page 174 of Compton. The paragraph starts with “Maslow said ...” This assignment asks you to describe a risk you took that resulted in a sense of personal growth. Follow the directions given in the 3 rd paragraph. In your report, be sure to show how this |

life situation is relevant to positive psychology. Your report should be no longer than 1 page 12 pitch font 1.5 line spacing and 1 inch margins

Class 12:**Student Presentations/Content Lecture: Part 1 of 4**

Teaching Methods:

Today, there will be eight (8) power point presentations and each one will be given by a different student. An active participation exercise is also due today for the selected 8 students. Each presentation will last no longer than 5 minutes and will selectively present information on two bullets from a specific chapter in the book by Bolt or Compton. Exam 2 will test on your knowledge of these mini-lectures.

Day/date:

Tu 18 Oct

Assignment Due:

Active Participation Assignment #4. Student mini-lecture. You will email me your power point attachment no later than today, which I will post on the course webpage. It should not take more than 5 minutes to present to the class and it should have two main ‘bullets’ and a brief final comment identifying the relevance to happiness. Practice at home with a stop watch to ensure the timing is as close to 5 minutes as possible. If your presentation exceeds 7 minutes, you will automatically lose 5 points. With 8 students presenting, its important we keep on time. Also, based on your presentation, you will give me 4 multiple choice questions for possible inclusion on Exam 2. These potential exam questions should test directly on knowledge of the content you presented on. Send your MCQs to me as an email attachment at the same time you send your power point. My address is “kenhart@uwindsor.ca”

Class 13:**Student Presentations/Content Lecture: Part 2 of 4**

Teaching Methods:

Today, there will be eight (8) power point presentations and each one will be given by a different student. An active participation exercise is also due today for the selected 8 students. Finally, there is an opportunity to earn extra credit (see below). Each presentation will last no longer than 5 minutes and will selectively present information on two bullets from a specific chapter in the book by Bolt or Compton. Exam 2 will test on your knowledge of these mini-lectures.

Day/date:

Th 20 Oct

Assignment Due:

Active Participation Assignment #4. Student mini-lecture. You will email me your power point attachment no later than today, which I will post on the course webpage. It should not take more than 5 minutes to present to the class and it should have two main ‘bullets’ and a brief final comment identifying the relevance to happiness. Practice at home with a stop watch to ensure the timing is as close to 5 minutes as possible. If your presentation exceeds 7 minutes, you will automatically lose 5 points. With 8 students presenting, its important we keep on time. Also, based on your presentation, you will give me 4 multiple choice questions for possible inclusion on Exam 2. These potential exam questions should test directly on knowledge of the content you presented on. Send your MCQs to me as an email attachment at the same time you send your power point. My address is “kenhart@uwindsor.ca”

Extra Credit #2:

This is an optional exercise for those who wish to earn bonus points. Your involvement is voluntary. Hand-in a Self Assessment Exercise from Bolt. Pick any such exercise from any chapter, provided this has not been assigned elsewhere. In your write up, be sure to describe the exercise and its purpose, aim and objective. Comment on what you learned from completing the exercise in terms of implications for how you can become a happier person. Also, comment on the relevance of the main concept/phenomenon to positive psychology. Your report should be no longer than 1 page 12 pitch font 1.5 line spacing and 1 inch margins

Class 14:**Student Presentations/Content Lecture: Part 3 of 4**

Teaching Methods:

Today, there will be eight (8) power point presentations and each one will be given by a different student. An active participation exercise is also due today for the selected 8 students. Each presentation will last no longer than 5

minutes and will selectively present information on two bullets from a specific chapter in the book by Bolt or Compton. Exam 2 will test on your knowledge of these mini-lectures.

Day/date:
Assignment Due:

Tu 25 Oct
Active Participation Assignment #4. Student mini-lecture. You will email me your power point attachment no later than today, which I will post on the course webpage. It should not take more than 5 minutes to present to the class and it should have two main ‘bullets’ and a brief final comment identifying the relevance to happiness. Practice at home with a stop watch to ensure the timing is as close to 5 minutes as possible. If your presentation exceeds 7 minutes, you will automatically lose 5 points. With 8 students presenting, its important we keep on time. Also, based on your presentation, you will give me 4 multiple choice questions for possible inclusion on Exam 2. These potential exam questions should test directly on knowledge of the content you presented on. Send your MCQs to me as an email attachment at the same time you send your power point. My address is “kenhart@uwindsor.ca”

Class 15: Student Presentations/Content Lecture: Part 4 of 4

Teaching Methods:

Today, there will be nine (9) power point presentations and each one will be given by a different student. An active participation exercise is also due today for the selected 9 students. There will also be an opportunity to earn extra credit (see below). Each presentation will last no longer than 5 minutes and will selectively present information on two bullets from a specific chapter in the book by Bolt or Compton. Exam 2 will test on your knowledge of these mini-lectures.

Day/date:
Assignment Due:

Th 27 Oct
Active Participation Assignment #4. Student mini-lecture. You will email me your power point attachment no later than today, which I will post on the course webpage. It should not take more than 5 minutes to present to the class and it should have two main ‘bullets’ and a brief final comment identifying the relevance to happiness. Practice at home with a stop watch to ensure the timing is as close to 5 minutes as possible. If your presentation exceeds 7 minutes, you will automatically lose 5 points. With 8 students presenting, its important we keep on time. Also, based on your presentation, you will give me 4 multiple choice questions for possible inclusion on Exam 2. These potential exam questions should test directly on knowledge of the content you presented on. Send your MCQs to me as an email attachment at the same time you send your power point. My address is “kenhart@uwindsor.ca”

Extra Credit #3:

This is an optional exercise for those who wish to earn bonus points. Your involvement is voluntary. Hand-in a Self Assessment Exercise from Bolt. Pick any such exercise from any chapter, provided it has not been assigned elsewhere. In your write up, be sure to describe the exercise and its purpose, aim and objective. Comment on what you learned from completing the exercise in terms of implications for how you can become a happier person. Also, comment on the relevance of the main concept/phenomenon to positive psychology. Your report should be no longer than 1 page 12 pitch font 1.5 line spacing and 1 inch margins

Class 16: Emotional Intelligence: Part 1 of 2

Teaching Methods:
Day/date:
Readings due:
Extra Credit #4

Positive affect induction exercise, lecture (Dr. Hart) and discussion
Tu 1 November
Chapter 2 in Compton (Emotions & Motivation in Positive Psyc)
This is an optional exercise for those who wish to earn bonus points. Your involvement is voluntary. Complete the Values in Action Inventory of Strengths (VAIS) developed by Seligman and Peterson. To do this, you should go online to www.authentic happiness.org. Follow the directions given there. Be sure to give a brief synopsis of the instant online feedback you received as a result of completing the electronic questionnaire. Comment on what you learned from completing the exercise in terms of implications for how you can become a happier person. Also, comment on the relevance of the main

concept/phenomenon to positive psychology. Your report should be no longer than 1 page 12 pitch font 1.5 line spacing and 1 inch margins

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| Class 17: | Emotional Intelligence: Part 2 of 2 |
| Teaching Methods: | Positive affect induction exercise, student sharing of experiential exercise, lecture (Dr. Hart) and discussion |
| Day/date: | Th 3 November |
| Readings due: | Chapter 4 in Bolt (Wisdom) |
| Assignment Due: | Active Participation Assignment #5 <u>Measuring emotional intelligence</u> (self-assessment) from pages 82-83 in Bolt should be completed and your interpretation of the possible implications of your score (for self growth) should be written up for handing-in today and for discussion with your partner and the class. You should also discuss the relevance of the concept/phenomenon to positive psychology. Your report should be no longer than 1 page 12 pitch font 1.5 line spacing and 1 inch margins |
| Class 18: | Hope |
| Teaching Methods: | Positive affect induction exercise, student sharing of experiential exercise, mini-lecture (Dr. Hart) and discussion discussion |
| Day/date: | Tu 8 November |
| Readings due: | Chapter 8 in Bolt (Hope) |
| Assignment Due: | Active Participation Assignment #6 & #7 <u>Optimism</u> . Life orientation test: how optimistic are you? (self-assessment) from pages 160-161 in Bolt should be completed and your interpretation of the possible implications of your score (for self growth) should be written up for handing-in today and for discussion with your partner and the class. You should also discuss the relevance of the concept/phenomenon to positive psychology. Also, for Active Participation Assignment #7 complete the “Explanatory Styles” self-assessment from page 165 Bolt. Provide a written interpretation of the possible implications of your answers (for self growth) for handing-in today and for discussion with your partner and the class. You should also discuss the relevance of the concept/phenomenon to positive psychology. Be brief. Your report should be no longer than 1 page 12 pitch font single spacing and 1 inch margins (ie., ½ page for #6 & ½ page for #7) |
| Class 19: | Signature Strengths: Part 1 of 3 |
| Teaching Methods: | Positive affect induction exercise, mini-lecture (Dr. Hart, student sharing of experiential exercise and discussion |
| Day/date: | Th 10 November |
| Readings due: | Chapter 3 in Bolt (Self-control) |
| Assignment Due: | Active Participation Assignment #8 <u>Self Control</u> . Consideration of Future Consequences Scale (self-assessment) from pages 65-66 in Bolt should be completed and your interpretation of the possible implications of your score (for self growth) should be written up for handing-in today and for discussion with your partner and the class. You should also discuss the relevance of the concept/phenomenon to positive psychology. Your report should be no longer than 1 page 12 pitch font 1.5 line spacing and 1 inch margins |
| Class 20: | Signature Strengths: Part 2 of 3 |
| Teaching Methods: | Positive affect induction exercise, mini-lecture (Dr. Hart), student sharing of experiential exercise and discussion |
| Day/date: | Tu 15 November |
| Readings due: | Chapter 5 in Bolt (Commitment) |
| Assignment Due: | Active Participation Assignment #9 <u>Intrinsic Motivation: Feelings I Have</u> (self-assessment) from pages 103-104 in Bolt should be completed and your interpretation of the possible implications of your score (for self growth) should be written up for handing-in today and for discussion with your partner |

and the class. You should also discuss the relevance of the concept/phenomenon to positive psychology. Your report should be no longer than 1 page 12 pitch font 1.5 line spacing and 1 inch margins

Class 21:

Signature Strengths: Part 3 of 3

Teaching Methods: Positive affect induction exercise, mini-lecture (Dr. Hart), student sharing of experiential exercise and discussion

Day/date: Th 17 November

Readings due: Chapter 4 in Compton (Leisure, optimal experience, and peak performance)

Assignment Due: **Active Participation Assignment #10. Engaged fascination/flow.** Describe a personal experience of flow. If you have never felt ‘flow’ interview someone who has and describe the circumstances leading up to the experience and the thoughts and feelings and other consequences after the feeling passed. Describe at least one thing you can do to increase the future chances that you will experience flow on a more regular basis. Be sure to write up your thought for handing-in today and for discussion with your partner and the class. You should also discuss the relevance of the concept/phenomenon to positive psychology. Your report should be no longer than 1 page 12 pitch font 1.5 line spacing and 1 inch margins

Class 22:

Exam 2

Day/date: Tu 22 November

Exam Format/Content: On this test, you are responsible for material covered between Class 5 and Class 21. The Exam will consist of a large number of MCQ (multiple choice questions) and true/false questions. Questions will be drawn from all information modalities. This includes: (1) in-class lectures that I have given, (2) assigned chapters from Bolt and Compton, (3) active participation assignments, (4) student presentations. In terms of modality #4 (student presentations) you can expect two questions per presentation. Given that two ‘bullets’ will be covered, this means your knowledge of each bullet will be tested with one MCQ or T/F question on Exam 2.

Class 23:

Positive Emotions Humor and Medicine

Teaching Methods: Guest lecture from Nicole Gervais from “Fools for Health: Clown-Doctor Program” and class discussion.

Day/date: Th 24 November

Readings due: Chapter 9 in Compton (Interventions for enhancing well-being)

Assignment Due: **Active Participation Assignment #11 Healing Self-Expression/Therapeutic Writing.** Writing about difficult personal circumstances and situations is a self-help tool that allows emotional expression. See pages 191-192 in Compton and follow the six step method identified by Pennebaker for using writing/journaling as a coping technique for dealing with stress, difficult emotions and painful memories. Be sure to include a statement at the end to briefly discuss the relevance of the concept/phenomenon (intimate self disclosure) to positive psychology. Write up your thoughts for handing-in today. There will be no discussion of this exercise with your partner. However, if you wish to share your story with the class and describe how doing the exercise impacted you, you can volunteer to do this. The public sharing of your story is not compulsory. I will keep your self disclosure confidential, so you can be frank and honest. Your report should be no longer than 1 page 12 pitch font 1.5 line spacing and 1 inch margins

Class 24:

Gratitude

Teaching Methods: Experiential learning exercise, mini-lecture (Dr. Hart), student sharing of experiential exercise and discussion. We will also have an opportunity to earn extra credit (see below)

Day/date: Tu 29 November
 Readings due: Chapter 6 in Bolt (Happiness)
 Assignment Due: **Active** Participation Assignment #12 Gratitude. Complete the Gratitude (self-assessment) exercise on page 133 of Bolt. Also, complete exercise #3 on page 135 of Bolt, “Keeping a Gratitude Journal”. Keep the journal for five days but only provide me with a list of 5 gratitude items. In no more than 1 page total, write up your thoughts on both exercises for handing-in today and for in-class discussion with a sharing-partner. Be sure to include statements to briefly discuss the relevance of the concept/phenomenon to positive psychology. Your report should be no longer than 1 page 12 pitch font 1.5 line spacing and 1 inch margins

Extra Credit #5: **This** is an optional exercise for those who wish to earn bonus points. Your involvement is voluntary. Public Expression of Gratitude Night (in-class experience). This optional exercise provides an opportunity to tell the people who mean the most to you how thankful and appreciative you are they are in your life. Follow the directions given in Seligman’s book “Authentic Happiness” (see ch 5, Satisfaction About the Past). Briefly, here are the requirements. Bring a guest to class for the purposes of paying honor to them. Don’t tell them in advance that you are going to express gratitude/thanks to them. You can ask them to attend as a personal favor to you and tell them you will be making a presentation and that you’d like them to attend. The guest should be someone who has been important in your life but who had never been thanked properly or sufficiently. Prior to attending the class with your guest, you should write a brief heartfelt personal testimonial about the person by way of a public thank you. If you are creative, you can write a poem or lyrics to a song. If you play an instrument and wish to sing, this is fine. However, you can simply read the lyrics. You need not keep exactly to your written script. Your guest need not say anything in reply. The entire time available for your personal expression of gratitude will vary between 30 seconds to two minutes. Email me in advance to let me know if you are bringing a guest to class.

Class 25: Chicken Soup for the Soul

Teaching Methods: Positive affect induction exercise, student sharing of stories, and discussion
 Day/date: Th 1 December
 Readings due: Chapter 4 in Compton (Leisure, optimal experience, and peak performance)
 Assignment Due: **Active** Participation Assignment #13. Positive Emotions/Hope. Read a chapter that interests you from one of the many books from the ‘Chicken Soup for the Soul’ series. For optimum beneficial effect, choose a story that involves themes or personal concerns that are relevant or even central to your own life. Briefly summarize the story by way of description. Then, describe the relevance of the story to your own life. You should also discuss the relevance of the concept/phenomenon to positive psychology. Write up your thoughts for handing-in today and for discussion with your partner and the class. Your report should be no longer than 1 page 12 pitch font 1.5 line spacing and 1 inch margins

Class 26: Forgiveness

Teaching Methods: Positive affect induction exercise, student sharing of stories, lecture from Dr. Hart and discussion and discussion
 Day/date: Tu 6 December
 Readings due: Re-read Chapter 2 in Bolt (Empathy)
 Assignment Due: **Active** Participation Assignment #14. Letting go of anger/grudges. Complete the Likelihood to Forgive (self-assessment) exercise on pages 54-56 in Bolt. Then, read “fostering forgiveness” on page 56 and complete the six points that comprise the “Forgiveness Journal” (critical thinking exercise) on pages 56-57. In no more than 1 page total, write up your thoughts on both exercises for

handing-in today and for in-class discussion with a sharing-partner. Be sure to include statements to briefly discuss the relevance of the concept/phenomenon to your own life and to positive psychology. Your report should be no longer than 1 page 12 pitch font single spacing and 1 inch margins. The second half of your written report should be structured using numbers 1 to 6. Write briefly and concisely, using bullets if desired. If you use bullets, be sure I can understand what you are meaning to say.

APPENDIX A

Study Questions for Take-Home Portion of Exam 1

Exam 1 is scheduled for Tues 27 Sept and is based exclusively on Seligman's book, "Authentic Happiness". In preparing for this particular exam, if you find you are running out of time, you may wish to skip over all of the personal-growth exercises (self-growth activities) in the book. On the day of Exam, your knowledge of these particular exercises/activities will not be tested on. However, I will be asking you to complete many of the exercises as requirements for other components of the course.

Exam 1 has two components. Part 1 is the take-home portion. This aspect consists of essay questions shown below. Your task is to type-out answers to the 15 essay questions shown below. Bring your answers to class the day of Exam 1, and this will form 50% of Exam mark. The other 50% will come from a multiple choice exam, which you will complete in class on September 27th. The MCQ's also test your knowledge of content in "Authentic Happiness." To do well on the MCQ's, you should attend to material in the book that is not directed tested on by the 15 essay questions shown below. Type your answers out using 12 pitch font, 1.5 line spacing and 1 inch margins. Be sure to include your name and class information and student number and your email on the take-home portion.

Take Home (Essay) Exam: 15 Questions

1. Lisa Aspinwall, a professor at the University of Utah, won the second Templeton award for progress in Positive Psychology. She has done research involving the process of making important health-lifestyle decisions. She concluded that happier people may be smarter when it comes to precautionary health behaviour than unhappy people. In no more than one paragraph, describe Aspinwall's research study.
2. Research in Western cultures has documented that married people (or those cohabiting) are happier than unmarried people (or people who live alone). In no more than two short paragraphs, give two explanations to account for this statistical fact (one brief paragraph per explanation).
3. Seligman describes the phone call received by Dr. Everett Worthington on New Year's day 1996. Dr. Worthington's brother exclaimed, "*Mama's been murdered. There was blood on the carpets, and walls ...*" As a result of his research on forgiveness, Dr. Worthington wrote a book describing a 5-step process that leads to unburdening of hatred and development of forgiveness. The acronym for this process is R.E.A.C.H. Describe in no more than 10 sentences what each letter stands for (maximum of 2 sentences per letter).
4. In writing about the causal attributions of pessimists and optimists, Seligman states that pessimists who have a history of making universal explanations for their failures (and problems) are prone to give up more easily across the board when a particular setback hits a particular area of their life. In contrast, when a particular setback hits a particular area of the life of an optimist, they tend to make specific attributions and thereby only become helpless in the one area of their life that is impacted. In this connection, give a one sentence example of a self-statement (thought) that might come into the mind of a pessimist. Also, give the optimistic counterthought/self-statement. Put your answers in quotations.
5. Seligman notes that people who give up easily in the face of adversity believe the causes of bad events that happened to them are permanent, meaning the underlying contributors will last a long time. In contrast, people who persist under adverse conditions believe the causes of bad events are temporary. In this connection, give a one sentence example of a self-statement (thought) that might come into the mind of a pessimist who believes in permanence. Also, give a verbatim example of the type of self-statement(thought) that an optimist might have. Put your answers in quotations.

6. Describe in no more than one sentence the type of thinking that would cause a person to bounce back from trouble/setbacks more briskly.
7. Seligman describes a well researched and well documented method for building optimism. This method consists of becoming more aware of pessimistic thoughts and then disputing them. In this connection, Seligman offers the ABCDE model. Using only no more than five sentences, describe what the acronym ABCDE stands for (one sentence per letter).
8. Seligman describes four techniques that contribute to more effective disputation of pessimistic thoughts. In no more than four sentences, describe four of these techniques (one sentence per technique)
9. Seligman describes a positive psychology technique known as “mindfulness.” In no more than three or four sentences, describe what mindfulness is and how it is relevant to positive psychology.
10. The positive psychology of close interpersonal relationships is not about repairing damage to distressed romantic relationships on the brink of destruction. In no more than 3 or 4 sentences, describe the positive psychology orientation.
11. Seligman suggests optimistic attributions help improve the quality of marriage or close romantic relationships. Based on this general assertion, describe the specific advice Seligman would give to a member of a couple (Person 1) who finds their partner (Person 2) has done something they (Person 1) are displeased with. In no more than 3 or 4 sentences, describe the optimal response.
12. Seligman suggests optimistic attributions help improve the quality of marriage or close romantic relationships. Based on this general assertion, describe the specific advice Seligman would give to a member of a couple (Person 1) who finds their partner (Person 2) has done something they (Person 1) find admirable. In no more than 3 or 4 sentences, describe the optimal response.
13. In no more than one paragraph, describe “the pleasant life”
14. In no more than one paragraph, describe “the good life” (ie., the “engaged” life)
15. In no more than one paragraph, describe “the meaningful life”