

PSYCH 226R Positive Psychology

Fall 2012

Instructor: Dr. Denise Marigold

When: Tues. & Thurs. 11:30am-12:50pm **Room:** REN 0104

Email: dcmarigold@uwaterloo.ca **Phone:** 519-884-4404 ext.28619

Office Hours: Tues. & Thurs. 1:30pm-2:30pm or by appointment **Office:** REN 2607

COURSE DESCRIPTION AND OBJECTIVES

This course will focus on the nature of happiness and the good life from a positive psychology perspective. This course will cover a range of topics including: well-being, emotions, motivation, relationships, mindfulness, engagement, wisdom, and optimal functioning. Through lectures, discussions, videos, and activities students will: (i) gain an understanding of positive psychological concepts; (ii) have the opportunity to experience and apply positive psychological concepts and principles to personal growth and well-being, (iii) become familiar with the methodologies used in the scientific study of positive psychology; and (iv) learn to think critically and analytically about issues related to positive psychology.

REQUIRED READINGS:

Compton, W.C. & Hoffman, E. (2013). *Positive Psychology: The Science of Happiness and Flourishing*, 2nd edition. Belmont, CA: Wadsworth.

ASSIGNMENTS AND EVALUATION:

1) Midterm Exam	25%
2) Final Exam	25%
3) ePortfolio	25%
4) Reflection Paper	23%
5) Research Participation	2%

ONLINE INFORMATION

The class website on Learn will be used for a variety of purposes including access to class resources (e.g., syllabus, lecture slides), dropboxes for submitting assignments, course grades, and class announcements. It will be your responsibility to check this website regularly: <http://learn.uwaterloo.ca>.

Lecture slides will be posted by 5pm the day before lecture to help you with your note-taking. However, I recommend that you take your own notes as much as possible; research shows that people have greater memory for the material when they take their own notes. To succeed, attend all lectures. I will present a great deal of material not covered in your textbook and expand on important points in the text

**Please also sign up for a free account at www.authentic happiness.org. Periodically you will be asked to complete online surveys that are relevant to this course. It is recommended you do the surveys prior to class so that you are prepared to discuss them.

SCHEDULE OF CLASSES

Date	Week	Lecture	Topic	Reading
Sept. 11	1	1	Introduction to Positive Psychology	Chapter 1
Sept. 13		2	Strengths and Emotions	Chapter 2: pg 23-33
Sept. 18	2	3	Motivation	Chapter 2: pg 33-42
Sept. 20		4	The Nature and Measurement of Well-Being	Chapter 2: pg 42-48 Chapter 3: pg 51-54
Sept. 25	3	5	Subjective Well-Being	Chapter 3: pg 54-76
Sept. 27		6	Leisure, Flow, and Peak Performance	Chapter 4: pg 79-90, 94-99
Oct. 2	4	7	Mindfulness and Meditation	Chapter 4: pg 90-94 Chapter 5: pg 143-144
Oct. 4		8	Love and Marriage	Chapter 5: 101-108
Oct. 9	5	9	Relationship Satisfaction	Chapter 5: 108-125
Oct. 11		10	Health and Wellness	Chapter 6: 127-137
Oct. 16	6	11	Longevity and Coping	Chapter 6: 137-142, 145-149
Oct. 18			Midterm Exam	Covers Lectures 1-11 and Chapters 1-6
Oct. 23	7	12	Excellence and Aesthetics	Chapter 7: pg 153-163
Oct. 25		13	Creativity and Genius	Chapter 7: pg 164-174
Oct. 30	8	14	Well-Being Across the Lifespan	Chapter 8: pg 177-195
Nov. 1		15	Wisdom and Authenticity	Chapter 9: pg 199-206, 209-214
Nov. 6	9	16	Optimal Personality	Chapter 9: pg 206-209, 214-226
Nov. 8		17	Religion and Spirituality	Chapter 10: pg 229-241
Nov. 13	10	18	Religion and Spirituality	Chapter 10: pg 241-257
Nov. 15		19	Work and Engagement	Chapter 11: pg 259-269
Nov. 20	11	20	Communities and Culture	Chapter 11: pg 269-280
Nov. 22		21	The Future of Positive Psychology	Chapter 12: pg 283-295
Nov. 27	12		Final Exam	Covers Lectures 12-21 and Chapters 7-12
Nov. 29			No Lecture	

FORMAT OF THE COURSE

1) Midterm and final exams (25% each)

The midterm and final exams will consist of 45 multiple choice questions. The questions for the midterm exam will be based Lectures 1-11 and Chapters 1-6. The midterm is scheduled for **October 18**. The final exam will be based on Lecture 12-22 and Chapter 7-12. The final is scheduled for **November 27**. You will have up to 80 minutes to complete these exams.

2) ePortfolio (25%)

Each week you will choose one of two or three reflective activities to complete. These might include keeping a gratitude journal, practicing mindfulness meditation, or interviewing an elderly relative who you believe possess wisdom. These exercises are designed to help you apply positive psychology constructs to your own life, self-reflect in a meaningful way, and gain insight into the mechanisms and processes of the good life.

Using the ePortfolio function in LEARN, you will write about your experience, reflect on any insights you gained, and relate your personal experience to the course material. You are encouraged to include pictures, videos, poetry, music, or web links that demonstrate your understanding and experience of the topic. You should be prepared to discuss your experience of the exercises in class as well.

Two times during the term you will submit your ePortfolio to the Dropbox so that I can evaluate it. Each submission will cover five weeks' worth of activities, but you may choose 'hide' two of them so that I will only evaluate three. Submissions must be received by midnight on the due dates. Evaluation will be based on the amount of effort you put in to the submission, the depth of insight you offer in your reflections, the extent to which you connect to and expand beyond the course material, and the creativity with which you present the material.

Dates for submission: Monday October 15 (weeks 1-5) and Monday November 19 (weeks 6-10)

3) Reflection paper (23%)

For the final paper you will choose one of the topics covered in your ePortfolio reflections. You will need to find at least 3 scholarly journal articles on the topic, review the scientific evidence, integrate it with your personal experience, and make suggestions for future research. The paper should be no more than 5 pages double-spaced. More details will be posted on Learn.

Note that the Reflection Paper is due 2 weeks after your second ePortfolio submission. This will allow a week for me to get feedback to you, and another week for you to incorporate that feedback into your paper.

Date for submission: Sunday December 2

4) Research participation (2%)

Since experiential learning is a highly valued component of psychology, 2% of your mark will come from participating in psychology experiments relating to social, personality, and clinical psychology. You have the option of participating in additional studies for 2% bonus marks.

If you do not wish to participate in research, as an alternative you may submit short reviews (1½ to 2 pages) of positive psychology journal articles. Each review counts as one percentage point. You should e-mail me your chosen article to get approval before writing the review. These reviews are due the same day as the final exam (November 27). More information on both forms of extra credit is posted at the end of this syllabus.

OTHER NOTES AND POLICIES

- 1) Accommodation for Illness or Unforeseen Circumstances:** The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See http://www.registrar.uwaterloo.ca/students/accom_illness.html. Students may take make-up tests if they inform me in advance that they will be unable to take the test and have verifiable evidence of a medical problem.
- 2) Assignment Deadlines:** You are responsible for informing the instructor in advance if you are unable to complete an assignment by the scheduled date. Missed due dates are only acceptable in the case of medical problems (with a medical note) and for serious compassionate reasons. Late submissions, without advance permission, will be given a 10% reduction in the total possible grade for each 24 hours after the due date. No assignments will be accepted if submitted more than one week after the deadline.

Difficulty with assignments is not a sufficient reason for an extension. Any student who finds himself/herself struggling with an assignment during the term is encouraged to meet with me as soon as possible to discuss strategies for success. It is important to begin assignments well in advance of the due date in case of problems.

- 3) Cell phone policy:** Ringing cell phones are a disruption during lecture, as is leaving the room to accept a cell phone call during class (even if the ringer is off). Cell phones must be turned off during lectures.
- 4) Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility.

Academic Integrity website (Arts):

<http://arts.uwaterloo.ca/arts/ugrad/academicresponsibility.html>

Academic Integrity Office (UW):

<http://uwaterloo.ca/academicintegrity/>

Discipline: A student is expected to know what constitutes academic integrity [check www.uwaterloo.ca/academicintegrity] to avoid committing academic offenses and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course instructor, academic advisor, or Renison’s Administrative Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71, Student Discipline. For information on categories of offenses and types of penalties, students should refer to this policy www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties check Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if grounds for an appeal can be established. Read Policy 72 - Student Appeals www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

- 5) **Accommodation for Students with Disabilities:** The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.
- 6) **Cross-listed course:** Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Research Experience Marks Information and Guidelines

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn up to 2% of their final mark in this course through research experience (i.e., course work will make up 98% of the final mark and research experience will make up the other 2% for a maximum grade of 100%). In addition, for those students who wish to sample a wider range of these experiences, a further "bonus" of up to 2% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%. **In total, students may add up to 4% to their final grade.**

The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study

- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in LAB studies is worth 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15-minutes of participation. Researchers will record student's participation and will advise the course instructor of the total credits earned by each student at the end of the term.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible go to:

<http://www.arts.uwaterloo.ca/~regadmin/regparticipant/sonainfo/#SonaSignUp>

**** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website. ****

More information about the REG program in general is available at:

<http://www.arts.uwaterloo.ca/~regadmin/regparticipant/>

Option 2: Article Review as an alternative to participation in research

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the last lecture in this course. Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.