

**Fall 2018**  
**Positive Psychology, PSYCH 226R**  
**Monday & Wednesday, 11:30am to 12:50pm Room: REN 2107**

**Instructor:** Dr. Denise Marigold  
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### **Course Description**

This course will focus on the nature of happiness and the good life from a Positive Psychology perspective. We will cover a range of topics including: well-being, emotions, motivation, relationships, mindfulness, creativity, spirituality, and wisdom.

### **Course Goals and Learning Outcomes**

Through lectures, discussions, videos, and activities students will:

- A. Gain an understanding of Positive Psychology concepts.
- B. Become familiar with the methodologies used in the scientific study of Positive Psychology
- C. Learn to think critically and analytically about issues related to Positive Psychology
- D. Have the opportunity to experience and apply Positive Psychology concepts and principles to personal growth and well-being.

### **Required Text**

- Lopez, S.J., Pedrotti, J.T., & Snyder, C.R. (2015). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*, 3rd edition. Thousand Oaks, CA: Sage Publications.  
(Kindle edition available on Amazon.ca)

### **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.

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; people tend to 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.authentichappiness.org](http://www.authentichappiness.org). Periodically you will be asked to complete online surveys that are relevant to the course. It is recommended you do the surveys prior to class so that you are prepared to discuss them.**

## Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
Test 1	October 3	30%
Test 2	November 7	30%
Test 3	December 3	25%
Reflection Journals	Sept. 30, Nov. 4, Dec. 7	15%
Research Participation	December 3	2% bonus
Total		100% + 2%

### Tests

There will be 3 term tests that are non-cumulative. Test 1 will be based on Lectures 1-7 and associated readings. Test 2 will be based on Lectures 8-14 and associated readings. Test 3 will be based on Lectures 15-20 and associated readings. Each test will have 40 multiple choice questions and 2 short answer questions. You will have up to 80 minutes to complete these tests.

### Reflection Journals

Each week you will choose one reflective activity to complete (out of two or three options). These might include keeping a gratitude journal, practicing mindfulness meditation, or interviewing an elderly relative who you believe possesses 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. You will write about your experience and reflect on any insights you gained. You may wish to include pictures, videos, poetry, music, or web links that demonstrate your experience with the topic. You can do these in a Word or PDF document, or in blog form (instructions provided on Learn).

Three times during the term you will submit your journals for grading. Submissions must be received by midnight on the due dates. Each submission will cover three weeks' worth of activities. Your submissions will be graded on the basis of effort, thoughtfulness, and completion. Note that there will be no reflective activities assigned during the weeks of the tests.

Dates for submission: Weeks 1-3, September 30; Weeks 6-8, November 4; Weeks 10-12, December 7

### Research Participation

Since experiential learning is a highly valued component of psychology, you can earn up to 2% in bonus marks for participating in psychology experiments relating to social, personality, and clinical psychology. If you do not wish to participate in research, as an alternative you may submit short reviews (1 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 last day of lectures (December 3). More information on both forms of extra credit is included at the end of this syllabus.

<b>Date</b>	<b>Week</b>	<b>Lecture</b>	<b>Topic</b>	<b>Reading</b>
Sept. 10	1	1	Introduction to Positive Psychology	Chapter 1 p. 3-12 Chapter 2 p. 19-25
Sept. 12		2	Strengths and Goals	Chapter 3 p. 62-65, 69-73 Emmons, 1996, p. 314-325
Sept. 17	2	3	Measurement of Well-Being	Chapter 3 p. 74-81
Sept. 19		4	Culture and Community	Chapter 2 p. 26-35 Chapter 4 p. 85-88, 90-92
Sept. 24	3	5	Subjective Well-Being	Chapter 6 p. 131-132, 143-155
Sept. 26		6	Health and Wellness	Salovey, Rothamn, Detweiler, & Steward, 2000
Oct. 1	4	7	Coping, Resilience, and Social Support	Chapter 5 p. 105-112 Chapter 7 p. 157-161, 170-173
Oct. 3			<b>Test 1</b>	
Oct. 12	5		No class	
Oct. 15	6	8	Well-Being Across the Lifespan	Chapter 5 p. 113-125 Chapter 7 p. 168-170
Oct. 17		9	Emotional Experience	Chapter 6 p. 133-142 Chapter 7 p. 162-168, 173-177
Oct. 22	7	10	Self-Efficacy and Self-Esteem	Chapter 8 p. 183-191 Orth, Robins, & Widaman, 2012
Oct. 24		11	Optimism and Hope	Chapter 8 p. 192-211
Oct. 29	8	12	Courage, Authenticity, & Wisdom	Chapter 9 p. 223-229, 231-235 237-247, 250-258
Oct. 31		13	Mindfulness and Flow	Chapter 10 p. 261-279
Nov. 5	9	14	Spirituality and Religion	Chapter 10 p. 280-283; Haidt, 2000 Optional: Keltner & Haidt, 2003
Nov. 7			<b>Test 2</b>	
Nov. 12	10	15	Prosocial Behaviour	Chapter 11 p. 287-293, 297-313
Nov. 14		16	Attachment and Love	Chapter 12 p. 325-338
Nov. 19	11	17	Flourishing Relationships	Chapter 12 p. 338-346, 348-350
Nov. 21		18	School and Work	Chapter 15 p. 414-421, 425-436, 441-449
Nov. 26	12	19	Excellence and Creativity	Macnamara, Hambrick, & Oswald, 2014
Nov. 28		20	The Future of Positive Psychology	Chapter 16 Gruber, Mauss, & Tamir, 2011
Dec. 3			<b>Test 3</b>	

## **Renison University College Land Acknowledgement**

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

## **Late Work**

You are responsible for informing the instructor in advance if you are unable to complete an assignment or test by the scheduled date. Missed due dates are only acceptable in the case of health problems (with appropriate documentation) and for serious compassionate reasons.

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.

## **Electronic Device Policy**

The use of mobile computing devices (e.g., cell phones, laptops) in the classroom is limited to note-taking and accessing course materials. Personal surfing of the internet, downloading of non-course related material, use of messaging software, or gaming is not to take place.

Audio and video recordings of classroom lectures or activities must be approved by the professor prior to the beginning of the scheduled session. Recordings may only be used for individual study of materials presented during class and may not be published or distributed without the consent of the professor. Videos that contain images of other students may not be published or distributed without the consent of all students depicted in the video.

## **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. You can read the policy [here](#). If you miss a test, there will be no make-up. Instead, the weight of the missed test will be spread across the other two tests.

## **Information on Plagiarism Detection**

Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin in this course.

**Intellectual Property.** Students should be aware that this course includes the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

## Academic Integrity

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate 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 Policy 71 - Student Discipline, <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>.

**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, <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>. In addition, consult <http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes> for the Faculty of Arts’ grievance processes.

**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 a ground for an appeal can be established. Read Policy 72 - Student Appeals, <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>.

**Academic Integrity website (Arts):**

[http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

**Academic Integrity Office (uWaterloo):** <http://uwaterloo.ca/academic-integrity/>

## Accommodation for Students with Disabilities:

**Note for Students with Disabilities:** The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), 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 AAS office at the beginning of each academic term.

## Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

### On Campus

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 xt 32655
- **MATES:** one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

### Off campus, 24/7

- **Good2Talk:** Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- **Here 24/7:** Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME:** set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information.

## **A respectful living and learning environment for all**

1. It is expected that everyone living, learning or working on the premises of Renison University College will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.
2. Harassment is unwanted attention in the form of jokes, insults, gestures, gossip, or other behaviours that are meant to intimidate. Some instances of harassment are against the law in addition to Renison University College policy.
3. Discrimination is treating people differently because of their race, disability, sex, sexual orientation, ancestry, colour, age, creed, marital status, or other personal characteristics. The Ontario Human Rights Code considers actions and behaviours rather than intentions.

## **Sona and 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 a **"bonus" grade of up to 2%** in this course through research experience. Course work will make up 100% of the final mark and a "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%.

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 been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee.

#### ***How to earn extra marks for your Psychology course(s) this term by participating in studies ...***

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your LAB and/or ONLINE studies using the "Sona" website.

#### ***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 Chief Ethics Officer 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 has increment values of 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies has increment values of .25 credits for each 15-minutes of participation. Researchers will record student's participation, and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

### ***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.

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

*\*\*\* 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:

[REG Participants' Homepage](#) or you can check the [Sona FAQ](#) for additional information.

### **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 day of lectures](#). 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.