

Positive Psychology, PSYCH 226R

Winter 2023

Monday & Wednesday, 10:00am to 11:20am Room: REN 2107

Instructor: Dr. Denise Marigold

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Office Hours: By appointment on Zoom or Teams

Course Description

This course surveys theories and studies related to human strength and positive human functioning, with a focus on the psychological aspects of a fulfilling life. Topics include well-being, optimism, resilience, mindfulness, wisdom, creativity, relationships, and achievement.

Course Goals and Learning Outcomes

Through lectures, videos, and activities, students will be able to:

- A. Describe diverse conceptualizations of well-being.
- B. Explain Positive Psychology concepts and associated research.
- C. Critique Positive Psychology representations in media and popular culture.
- D. Apply Positive Psychology concepts to personal growth and well-being.

Textbook (recommended)

Lopez, S.J., Pedrotti, J.T., & Snyder, C.R. (2019). Positive Psychology: The Scientific and Practical Explorations of Human Strengths, 4th edition. Thousand Oaks, CA: Sage Publications.

-An electronic version is available for a lower cost at <https://study.sagepub.com/lopez4e>

-You may also be able to find a used version of the 4th or 3rd edition. Assigned readings for both versions are posted on Learn.

Online Information

Lecture slides will be posted on Learn by 5pm the day before lecture to help you with your note-taking. I recommend that you take your own notes as much as possible; people tend to process the material in more depth when they take their own notes. Ideally you should attend all lectures. I will present material not covered in your textbook and expand on important points in the textbook. There will also be in-class activities and discussion to enrich your learning. Understandably you may miss some classes due to illness, caregiving responsibilities, etc. Ask a classmate for notes and/or set up a time with me to review the lectures slides.

**Please also sign up for a free account at 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 reviewing the associated lecture.

Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
Test 1	February 1	25%
Test 2	March 8	25%
Test 3	April 5	25%
Reflection Journals	January 29, March 5, April 2	15%
Final Reflection	April 10	10%
Research Participation	April 10	2% bonus
Total		100% + 2%

Tests

There will be 3 term tests that are online, open-book, and 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 90 minutes to complete the tests on Learn within a 12-hour window (i.e., once you begin the test within the 12-hour window you must complete it within 90 minutes of your start time). Although open book, you should study and prepare in advance of the tests. The questions will require that you understand and apply the material, not simply look up an answer.

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 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 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. There are no reflective activities during the weeks of the tests. Your submissions will be graded on the basis of effort, thoughtfulness, and completion. Dates for submission: Weeks 1-3, January 29; Weeks 5-7, March 5; Weeks 9-11, April 2

Final Reflection

In a minimum of 500 words, answer at least 3 of the following 4 questions:

1. What was the most important thing you learned from this course?
2. Which of the weekly reflection activities was most valuable to you and why?
3. What new well-being practices do you plan to continue?
4. What might you do differently in your relationships?

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, you may instead submit short reviews (1 to 2 pages) of Positive Psychology journal articles. Each review counts as one percentage point. E-mail me your chosen article to get approval before writing the review, which will be due the last day of classes (April 10).

Date	Week	Lecture	Topic	Reading
Jan. 9	1	1	Introduction to Positive Psychology	Chapter 1 p. 3-11 Chapter 2 p. 20-28
Jan. 11		2	Strengths and Goals	Chapter 3 p. 61-66, 69-73 Emmons, 1996, p. 314-325
Jan. 16	2	3	Measurement of Well-Being	Chapter 3 p. 74-81
Jan. 18		4	Culture and Community	Chapter 2 p. 28-37 Chapter 4 p. 85-88, 90-93
Jan. 23	3	5	Subjective Well-Being	Chapter 6 p. 135-137, 147-162
Jan. 25		6	Health and Wellness	Steptoe, 2019
Jan. 30	4	7	Coping, Resilience, and Social Support	Chapter 5 p. 105-115 Chapter 7 p. 165-171, 180-183
Feb. 1			Test 1	
Feb. 6	5	8	Well-Being Across the Lifespan	Chapter 5 p. 116-131 Chapter 7 p. 178-180
Feb. 8		9	Emotional Experience	Chapter 6 p. 137-147 Chapter 7 p. 171-178, 184-187
Feb. 13	6	10	Self-Efficacy and Self-Esteem	Chapter 8 p. 193-202 Orth, Robins, & Widaman, 2012
Feb. 15		11	Optimism and Hope	Chapter 8 p. 202-224
			Reading Week	
Feb. 27	7	12	Courage, Authenticity, and Wisdom	Chapter 9 p. 235-248, 251-261, 265-275
March 1		13	Mindfulness and Flow	Chapter 10 p. 277-298
March 6	8	14	Spirituality and Religion	Chapter 10 p. 298-302; Haidt, 2000 Optional: Keltner & Haidt, 2003
March 8			Test 2	
March 13	9	15	Prosocial Behaviour	Chapter 11 p. 307-317, 322-335 Chapter 12 p. 366-376
March 15		16	Attachment and Love	Chapter 12 p. 339-353
March 20	10	17	Flourishing Relationships	Chapter 12 p. 353-361, 363-366
March 22		18	School and Work	Chapter 15 p. 444-452, 457-469, 475-482
March 27	11	19	Excellence and Creativity	Macnamara, Hambrick, & Oswald, 2014
March 29		20	The Future of Positive Psychology	Chapter 16 p. 491-494 Gruber, Mauss, & Tamir, 2011
April 3	12		No lecture; office hours	
April 5			Test 3	

Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Anishinaabeg, Hodinohsyó:ni, and Attawandaran (Neutral) Peoples, which is situated on the Haldimand Tract, the land granted to the Six Nations that includes ten kilometres on each side of the Grand River from mouth to source. Our active work toward reconciliation takes place in all corners of our campus through research, learning, teaching, community building and outreach. We are guided by the work of our Reconciliation and Restoring Steering Committee and Anti-Racism and Decolonization Spokesouncil, as well as the [University of Waterloo's Office of Indigenous Relations](#).

Late Work

Any student who finds themselves struggling with an assignment during the term is encouraged to meet with me as soon as possible to discuss strategies for success. Please try to inform me in advance if you are unable to complete an assignment by the scheduled date. Extensions may be granted in the case of illness, injury, or other personal challenges.

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 [Accommodation due to illness](#). If you must miss one of the tests in the course and you have a VIF or [self-declared absence](#), the weight of the missed test will be spread across the other two tests in the course. There are no make-up tests.

Intellectual Property. Students should be aware that this course contains 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.

Information on Plagiarism Detection

Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course to detect plagiarism.

Academic Integrity, Grievance, Discipline, Appeals

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) and the [Arts Academic Integrity](#) websites for more information.

Policy on plagiarism: “Policy 71’s glossary defines plagiarism, in part, as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others (whether attributed or anonymous) as one’s own in any work submitted whether or not for grading purposes”...

The Vice-President Academic and Dean has the authority to assess instances of plagiarism and the resultant penalties that are raised by an instructor. An instructor can propose a grade penalty to the Vice-President Academic and Dean, who will decide whether to accept the penalty or initiate a formal inquiry. For additional information on how plagiarism is dealt with at Renison, review the policy from where the above text is copied: [Policy 71 - Student Discipline](#).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. See Waterloo’s policy on [Fair Dealing](#). Violation of Canada’s Copyright Act is a punishable academic offence under [Policy 71 – Student Discipline](#).

Discipline: Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the [Office of Academic Integrity](#) website for more information.] 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 or academic advisor. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo [Policy 71 – Student Discipline](#). For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check the [Guidelines for the Assessment of Penalties](#).

Renison University College is committed to the view that when a problem or disagreement arises between a faculty member and a student, every effort should be made to resolve the problem through mutual and respectful negotiation. Most issues are resolved by a student/faculty meeting to discuss differences of opinion. It is only after this stage, when a common understanding or agreement is not obtained that further actions listed below could be taken.

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the Department’s administrative assistant, or Academic Advisor, who will provide further assistance.

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72, Student Appeals](#).

Accommodation for Students with Disabilities

[AccessAbility Services](#) is located in Needles Hall, Room 1401, and 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 AccessAbility Services at the beginning of each academic term.

Students are encouraged to register with AccessAbility Services (AAS) at the start of each term if they require accommodations due to a disability. However, some students not connected to AAS may require

accommodations later in the term. In that case, you should immediately consult with your instructor and/or your Academic Advisor.

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](mailto:counselling.services@uwaterloo.ca): counselling.services@uwaterloo.ca / 519-888-4096
- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- [Health Services](#) – Student Medical Clinic: 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
- [Empower Me](#): Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
- Grand River Hospital: Emergency care for mental health crisis. Phone: 844-437-3247
- [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. Email: ok2bme@kwcounselling.com Phone: 519-884-0000

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

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.

If you feel that you are experiencing the above from any member of the Renison community (students, staff, or faculty), you may contact Melissa Knox, Renison's external anti-harassment and anti-discrimination officer, by email (mnknox@uwaterloo.ca) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

For additional information see Renison's [Harassment, Discrimination, and Abuse](#) policy.

Sona Participation 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 through online remotely operated and In Lab studies, as well as article review; are described below. Students may complete any combination of these options to earn research experience grades. For Winter 2023, *credits will be permitted to be earned with half from online, and the other half (1.0) from In-lab or Remote Access studies*

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in remotely operated, 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 remotely operated (replacing in-lab) and 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 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 remotely operated (counts as the same as in-lab) studies has increment values of 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 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.

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:

[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:

[Sona Information on the REG Participants website](#) or you can check the [Sona FAQ on the REG website homepage](#) 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.