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**Faculty of Arts
Department of Psychology**
<http://psychology.concordia.ab.ca>

Positive Psychology: The Science of Well-being
PSY 335A
Fall 2022

Course description: This course will provide students with a foundation in the science of well-being, while engaging students in practical applications of the science to their own lives. This course will trace the evolution of positive psychology demonstrating a paradigm shift from a focus on psychopathology to a focus on human strengths and the achievement of happiness. This course will also cover topics that include: Seligman's model of PERMA (Positive Emotion, Engagement, Relationships, Meaning, Accomplishments), optimism, spirituality, mindfulness, creativity and the role of culture in developing well-being.

Prerequisites: PSY 104 & 105 [C- minimum grade required in both] and 2nd year standing

Co-requisites: None
Credit Restrictions: None
Hours: (0 - 0 - 0 - 3): 39 Instruction hours.
Credit value: 3

Instructor:

Holli-Anne Passmore, Ph.D.
Office: AW 236
Phone: 1-780-479-9359
Email: Holli-Anne.Passmore@concordia.ab.ca
Office Hours: MWF: 1:00pm to 2:30pm / TT: 2:00pm to 3:00pm

Just drop in!

If those hours don't work for you, talk to me before/after class or send me a email
and we will figure something out.

I'm here to help - talk with me!



Lecture/seminar/lab times: Room: TBA Tuesdays & Thursday; 15:25 - 16:40 (3:25pm-4:40pm).

Required resources:

1. Moodle (CCMS) access. Students should check their course Moodle sites on a daily basis.
2. **Required Textbook:** No required textbook. Assigned readings will be posted on Moodle. All course readings are free, open-source journal articles or book chapters.

Course learning outcomes: Understand what Positive Psychology actually is and why it is known as "the Science of Well-being". Become familiar with dominant and emerging theories in positive psychology. Be able to identify how course material plays out in the world around you. Apply learnings and course concepts to your own life to enhance your well-being and the well-being of those around you. Enhance your writing skills, and your critical and creative thinking ability through class participation and assignments.

Lecture topics & Exam Schedule:

(See also next page for Assignments & Assignment Schedule)

Week	Topic	Day	Date	Lecture #
1a	L01. Introduction	Tuesday	Sept. 6	Lecture 01
1b	L02. Broaden-and-Build Theory	Thursday	Sept. 8	Lecture 02
2a	L03. Character Strengths & Virtues	Tuesday	Sept. 13	Lecture 03
2b	L04. Implicit Theories, Valuing vs Prioritizing	Thursday	Sept. 15	Lecture 04
3a ^{*AD}	L05. Self-Determination Theory, Hedonia, Eudaimonia	Tuesday	Sept. 20	Lecture 05
3b	L06. Meaning in Life	Thursday	Sept. 22	Lecture 06
4a	L07. Measuring Well-being & Positive Psychology Interventions	Tuesday	Sept. 27	Lecture 07
4b	L08. Review for Exam 1	Thursday	Sept. 29	Class 08
5a	C09. EXAM 1	Tuesday	Oct. 4	Class 09
5b	C10. <i>Experiential & Discussion Class 1</i>	Thursday	Oct. 6	Class 10
6a	L11. Nature & wellbeing	Tuesday	Oct. 11	Lecture 11
6b	L12. Gratitude	Thursday	Oct. 13	Lecture 12
7a ^{*AD}	L13. Materialism & Money	Tuesday	Oct. 18	Lecture 13
7b	L14. Curiosity	Thursday	Oct. 20	Lecture 14
8a	L15. Awe	Tuesday	Oct. 25	Lecture 15
8b	L16. Passion	Thursday	Oct. 27	Lecture 16
9a	L17. Self-Control	Tuesday	Nov. 1	Lecture 17
9b	L18. Review for Exam 2	Thursday	Nov. 4	Class 18
<i>READING WEEK - GET OUTSIDE - PLAY - READ!</i>				
11a	C19. EXAM 2	Tuesday	Nov. 15	Class 19
11b	C20. <i>Experiential & Discussion Class 2</i>	Thursday	Nov. 17	Class 20
12a ^{*AD}	L21. Positive Social Psychology	Tuesday	Nov. 22	Lecture 21
12b	L22. Global Well-being & Cultural Aspects	Thursday	Nov. 24	Lecture 22
13a	L23. Wellbeing Literacy	Tuesday	Nov. 29	Lecture 23
13b ^{*PD}	L24. Balance in Positive Psychology / Second-Wave PP	Thursday	Dec. 1	Lecture 24
14a	L25. Hope Theory: Special Guest: Rachel Colla	Tuesday	Dec. 6	Lecture 25
14b ^{*ED}	Centre for Wellbeing Science University of Melbourne	Thursday	Dec. 8	Lecture 26
	L26. Stand Firm: Resisting the Self-improvement Craze / Review			

NOTE: Dates for Review classes, Exams, and Experiential/Discussion classes will not change. Lecture topics and guest speaker dates may change. Changes will be posted on Moodle.

Colour codes:

- **review for exam class**
- **exam**
- **experiential / discussion class**
- **possible guest speaker**

*AD Assignment due.

*PD Paper due.

*ED Engagement Evaluation due.

See next page and check details on Moodle!

Evaluation (Including Assignments and Assignment Schedule):

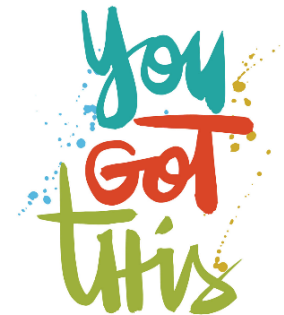
Opportunity for Course Marks	Focus	% Towards Course Grade
Exam 1: Tuesday October 4	Ls 1,2,3,4,5,6,7	20%
Exam 2: Tuesday November 15	Ls 11,12,13,14,15,16,17	21%
Exam 3 / Final: TBA: Check Online Services	Ls 21,22,23,24,25,26 + some review	21%
Literature Review Paper Due: Thursday December 1	Mini literature review	30%
Experiential Assignments Due: Tuesday September 20 Due: Tuesday October 18 Due: Tuesday November 22	Assign 1. Character Strengths Assign 2. Positive Psychology Intervention Assign 3. Self-Control	2% 2% 2%
Course Engagement throughout the course Eval Due: Thursday December 8	You will self-evaluate your engagement throughout the course on specified criteria.	2%

BONUS MARKS: The Undergraduate Research Participant Pool (URPP) allows you to earn up to an additional bonus credits to your final grade by participating in faculty research during this academic semester. See <https://secureresearch.ca/cue/urpp/> for complete information and to sign up for studies. Studies run between September 2 and December 2, 2022.

For this class: You can earn up to 1% bonus marks in this way.

See also CUE's Extended Description of Grade Levels
([Section 9.3.2 of the calendar](#))
for further information on grading.

Please see Moodle for details of exams and assignments including requirements and grading rubrics.



**And remember:
I'm here to help you -
so just ask if you have questions!**



Class policies - please note!

Electronic devices: Cell phones and other electronic devices **are to be turned OFF** during class and during exams (except under exceptional circumstances in which I have granted approval). Laptop use is permitted **ONLY** for taking class notes. Classes **may not** be audio or video recorded, except with permission, which will only be granted for special circumstances.

REPORT

For better learning in college lectures, lay down the laptop and pick up a pen

Susan M. Dynarski · Thursday, August 10, 2017

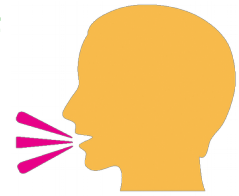
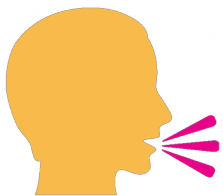
These policies are based on research evidencing that when students use laptop/cell phones in class (particularly for purposes other than note taking) – not only does the individual student learn less and earn lower grades, so do the students sitting around them!, even if you are looking up class-related material! It is a distraction—for you and for those around you.

https://www.brookings.edu/research/for-better-learning-in-college-lectures-lay-down-the-laptop-and-pick-up-a-pen/?utm_medium=social&utm_source=facebook&utm_campaign=es

- Fried, C. B. (2008). In-class laptop use and its effects on student learning. *Computers & Education*, 3, 916-914.
- Hembrooke, H., & Gay, G. (2003). The laptop and the lecture: The effects of multitasking in learning environments. *Journal of Computing in Higher Education*, 15, 46-64.
- Kraushaar, J. M., & Novak, D. C. (2010). Examining the effects of student multitasking with laptops during lecture. *Journal of Information Systems Education*, 21, 241-251.
- Ravizza, S. M., Uitvlugt, M. G., & Fenn, K. M. (2017). Logged in and zoned out: How laptop internet use relates to classroom learning. *Psychological Science*, 28, 171-180.
- Sana, F., Weston, T., & Cepeda, N. J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers & Education*, 62, 24-31.

Classroom conduct: Classrooms are meant to be *interactive dialogues* between the professor and students as much as possible. It is expected that all students will at all times demonstrate respect for others' opinions, along with patience and common courtesy when others are speaking.

Please remember that some students (and your professor!) may have difficulty hearing; side conversations by students exacerbate this difficulty to attend to and hear class discussion and instruction.



Course Policies:

1. Classroom:

~ **Please plan to attend the class. This is important for getting all the information presented, as well as for in-class activities, discussions, and participation marks.** If you miss a class, you are still responsible for the content covered and it is your responsibility to find out what you missed. **Lectures will not be (and are not to be) audio recorded unless noted in class.**

~ Concordia provides learning accommodation services for students with disabilities. Please refer to Section 8.3.1 of the calendar for more details.

~ Recording of classes is permitted only if recording is part of an approved accommodation plan or with prior written consent of the instructor. Please refer to Section 9.2.2 of the Calendar for more details.

~ Please refer to Section 9.2.4 of the Calendar for details regarding Educational Decorum. It is the responsibility of both students and instructors to facilitate the educational process.

~ At Concordia, Faculty Advising allows students to build a relationship with faculty members so they can plan their university education and access appropriate resources and services. To make use of faculty advising, please talk to your instructor or program coordinator for input or referral.

2. Exam procedures:

~ Exams will be in class during regularly scheduled class time.

3. Missed work and missed exams

~ **Late assignments will not be accepted except in highly unusual circumstances and only if arranged prior to the deadline.** This policy makes it fair to everyone. Note that being busy, having many assignments due at the same time, work scheduling, laptops dying, etc. are **not** unusual circumstances. These things happen. **Plan ahead.** Do not wait until the last hour to submit your assignments!

~ **Midterm Exams: Students must write exams on the scheduled exam dates.** A grade of "0" will be given if a midterm exam is missed without valid reason (e.g., severe illness, Concordia sports team events). Supportive documentation is required. **Only in exceptional circumstances will a student be allowed to write a missed exam when they have not contacted me ahead of time.**

~ **Deferred Final Exam:** Students who are unable to complete scheduled final examinations because of illness, severe family difficulty, religious observance, or circumstances beyond their control may apply online to the dean for a deferred final examination within 48 hours of the missed examination. In the case of intended absences, students must submit their application at least one month prior to the originally scheduled final examination. Deferred examination requests for any other reasons will not normally be considered. The dean's decision to accept or decline the application is final. Students are directed to Section 9.2.3 of the Calendar for further information.

4. Academic Honesty

Bottom line - DON'T CHEAT - DO YOUR OWN WORK.

If you're thinking about cheating at some point in the semester, stop a minute and ask yourself, "Is this behaviour I would be proud to tell my parents? My aunts/uncles? My grandparents? Is this behaviour I would want my children/nephews/nieces to be engaged in? How proud will I be of my degree if I haven't actually earned it by my own efforts?"

If you're struggling in the class—come chat with me!

That being said, cheating is just not worth it—and it's a bit lame. You're better than that.

The following are just a few examples of cheating or academic dishonesty:

- **copying a classmate's assignment - or simply paraphrasing it;**
- **letting someone copy your work;**
- **checking with a classmate during an exam;**
- **taking photos of exam questions;**
- **audio recording class lectures without permission.**

Academic honesty is fundamental to the academic enterprise. Students are urged to familiarize themselves with Section 9.2.5 of the Calendar and to take note that cases of academic dishonesty (e.g., cheating, plagiarism, collusion, unauthorized submission for credit of previously graded work, and misrepresentation) are serious offenses. Penalties for academic dishonesty range from a grade of zero on the work in question to expulsion.

Appeals: Refer to Section 9.2.5 of the Calendar (Section G).

Plagiarism: No student shall submit the words, ideas, images, or data of another person as his/her own in any academic writing, essay, research project, or assignment. Plagiarism is the misappropriation, purloining, or unacknowledged borrowing or copying, of the words and/or ideas of someone else. To avoid this academic offence, enclose borrowed words in quotation marks and identify their source, and similarly, identify the source of borrowed ideas. By identifying the author and work, or person, from which you have quoted or otherwise borrowed, you are not plagiarizing but making fair use of the writings and knowledge of others to supplement your own knowledge.

What IS ok to do!

- **Chat with me - ask me as many questions as you want about the class material, or about the short answer questions for exams which you will be given ahead of time. It's also fine to run drafts of your assignments by me informally.**
- **Study ahead of time with classmates. The point is to learn the material and to understand it. It's cool stuff that impacts daily life! Have some good discussions with your friends about this.**
- **Ask me questions during exams.** Seriously, if you're drawing a blank - or whatever - just put your hand up and I'll come over to you and help.

5. Alternative methods of making up for failed/missed exams or dissatisfactory marks

There will be **no** alternative methods of making up failed/missed exams or dissatisfactory exam marks.

Additional contacts and services:

a. Academic Administration

i. Dean of Faculty of Arts

Name: Brett Buchanan, PhD

Office: HA 224

Email: dean.arts@concordia.ab.ca

Telephone: +1 780 479 9216

ii. Department of Psychology

Department Chair (Interim)

Name: Zdravko Marjanovic, PhD

Office: AH 202A

Email: zdravko.marjanovic@concordia.ab.ca

Telephone: +1 780 479 9344

iii. Registrar's Office (HA 120, registrar@concordia.ab.ca +1 780 479 9250)

b. Academic Support

i. Vice President of Student Life and Learning

(Dr. Carmen Arth, vpsll@concordia.ab.ca, +1 780 479 9289, HA 217)

ii. Student Life and Learning (studentlife@concordia.ab.ca, +1 780 479 9241, Student Success Centre)

iii. Manager, Indigenous Knowledge and Research Centre

(Danielle Powder, danielle.powder@concordia.ab.ca,

+1 780 479 9394, AW 124)

c. Writing Centre

i. The Writing Centre (located in the Student Success Centre across from the book store) is a free service that provides support for teaching and learning through writing for students, staff, and faculty.

- Throughout the academic year, one-on-one consultations are offered (book online at: <http://studyspaces.concordia.ab.ca>)

Concordia Calendar Table 9.3.2: Extended Description of Grade Levels

Grade Description		Letter Grade	Grade Point Value
Outstanding	Outstanding performance, demonstrating complete and comprehensive understanding of the subject matter; full mastery of concepts and skills; exceptional interpretive and analytical ability; originality in the use of concepts and skills; achievement of all major and minor objectives of the course.	A+	4.0
Excellent	Excellent performance, indicating superior grasp of subject matter and concepts; development of relevant skills to a high level; a high level of interpretive and analytical ability; originality or intellectual initiative; achievement of all major and minor objectives of the course.	A	4.0
		A-	3.7
Very Good	Very good to good performance, indicating thorough understanding of subject matter and concepts; development of relevant skills to a fairly high level; good interpretive and analytical ability; evidence of intellectual initiative; achievement of major and minor objectives of the course.	B+	3.3
Good		B	3.0
		B-	2.7
Satisfactory	intellectually adequate performance, of fair but not good quality, demonstrating an acceptable understanding of the subject matter and concepts; development of skills to C a satisfactory level; adequate interpretive and analytical ability; achievement of major objectives of the course; some minor objectives may not be achieved. The bottom of this range (C-) is the minimum satisfactory standard of achievement in a course. In courses graded CR or NC, cr denotes that the student has attained at least the C- level.	C+	2.3
		C	2.0
		C-	1.7
Poor	Minimally acceptable performance, demonstrating some understanding of basic subject matter and concepts and partial development of relevant skills, with some evidence of interpretive or analytical ability; achievement of most but not all major objectives of the course; failure to achieve several minor objectives.	D+	1.3
Minimal Pass	The bottom of this range (D) indicates that the student has achieved a marginal level of performance which may not be sufficient background for success at the next level in the discipline.	D	1.0
Failure	Unsatisfactory performance, demonstrating an inadequate understanding of the basic subject matter; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve major and minor objectives of the course.	F	0