



<http://concordia.ab.ca>

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

Positive Psychology: The Science of Well-being
PSY 335B
Fall 2024

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: Academic Integrity Training 100
Credit Restrictions: None
Hours: (0 - 0 - 0 - 3): 39 Instruction hours.
Credit value: 3.0
Delivery: Face-to-Face Delivery



Instructor:

Holli-Anne Passmore, Ph.D.

Office: AW 236

Phone: 1-780-479-9359

Email: Holli-Anne.Passmore@concordia.ab.ca

Office Hours: Tues & Thurs: 11:30am to 2:30pm

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!

Emailing me: I regularly get over 100 emails a day. Student emails are a priority for me but please, *help me help you:*

- put the course number in the subject line and some indication of what it's about
- email me from your @student.concordia.ab.ca email address.
- I usually respond to emails within 24 hours, on rare occasions it may take me 2 days to respond. This does not include weekends. I don't necessarily check my email before 9:00am and after 6:00pm on any day.
- If I haven't responded to an email after a day or two, please just resend it to bump it to the of the Inbox.
- **When asking a question about course material via e-mail, please also describe your attempt to resolve the question. For example, instead of e-mailing: "I don't understand concept X", please instead e-mail something like: "I'm confused by concept X. I think it means A, B, or C but I am confused about how A leads to B and C."**

Lecture/seminar/lab times: Room: G303 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.

Course Objectives: 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.

Course Learning Outcomes:

- Define and explain what Positive Psychology is and why it is known as the science of well-being.
- Demonstrate understanding of dominant and emerging theories in positive psychology.
- Differentiate between scientific and non-scientific interventions.
- Identify how course material plays out in the world around you.
- Apply theoretical and research findings and course concepts to your own life to enhance your well-being and the well-being of those around you.

To Make the Most of This Course: You will get more out of class (and enjoy the course more) if you are an active learner. **Ask questions before, during, and after class!** This class is about more than rote learning. It’s also about exploring new ideas! About applying these concepts to your everyday life—now and in the future.



You will miss critical information if you read the text book but you miss class. You will miss critical information if you come to class but don't read the textbook.

This class is not, however, a "self-help" course. Yes of course we will engage in Positive Psychology Interventions and activities. Experiencing these are important! At the same time, this is done **within a context of science.**



TENTATIVE Lecture topics & Exam Schedule (see Moodle for most recent):

(See also next page for Assignments & Assignment Schedule)

Week	Topic	Day	Date	Class #
1a	C01. Introduction / History / setting up WellBeingBuddies Groups	Tuesday	Sept. 3	Class 01
1b	C02. What is “Positive”	Thursday	Sept. 5	Class 02
2a	C03. Character Strengths	Tuesday	Sept. 10	Class 03
2b	C04. Theories: Broaden-and-Build	Thursday	Sept. 12	Class 04
3a ^{*R1D}	C05. Theories: Self-Determination Theory, Hedonia, Eudaimonia	Tuesday	Sept. 17	Class 05
3b	C06. TBA	Thursday	Sept. 19	Class 06
4a	C07. Meaning in Life	Tuesday	Sept. 24	Class 07
4b	C08. Review for Exam 1	Thursday	Sept. 26	Class 08
5a	C09. Exam 1	Tuesday	Oct. 1	Class 09
5b ^{*R2D}	C10. Wellbeing from a Global Perspective / Cultural Perspectives	Thursday	Oct. 3	Class 10
6a	C11. Positive Psychology Interventions & Prioritizing	Tuesday	Oct. 8	Class 11
6b	C12. Gratitude	Thursday	Oct. 10	Class 12
7a ^{*ED}	C13. Hope <i>Guest Lecture—Dr Rachel Colla</i>	Tuesday	Oct. 15	Class 13
7b ^{*R3D}	C14. Materialism & Money	Thursday	Oct. 17	Class 14
8a	C15. Passion	Tuesday	Oct. 22	Class 15
8b	C16. Self-Control	Thursday	Oct. 24	Class 16
9a	C17. Review for Exam 2	Tuesday	Oct. 29	Class 17
9b	C18. Exam 2	Thursday	Oct. 31	Class 18
10a ^{*R4D}	C19. Curiosity	Tuesday	Nov. 5	Class 19
10b	C20. Zest and Play	Thursday	Nov. 7	Class 20
<i>READING WEEK – GET OUTSIDE – PLAY – READ!</i>				
12a ^{*PD}	C21. Nature and Wellbeing	Tuesday	Nov. 19	Class 21
12b ^{*R5D}	C22. Wellbeing Literacy	Thursday	Nov. 21	Class 22
13a	C23. Positive Social Psychology	Tuesday	Nov. 25	Class 23
13b	C24. Being, having, loving, doing: A new theory of well-being	Thursday	Nov. 28	Class 24
14a	C25. Critiques & Future Directions in Positive Psychology	Tuesday	Dec. 3	Class 25
14b ^{*R6D*ED}	C26. Review for Exam 3 (Final)	Thursday	Dec. 5	Class 26

NOTE: Dates for Review classes and Exams will not change. Lecture topics dates may change. Changes will be posted on Moodle.

Colour codes:

- review for exam class | exam
- guest speaker (To Be Decided on as the semester progresses)

^{*RD} Reflection due. | ^{*PD} Paper due. | ^{*ED} Engagement Evaluation due.

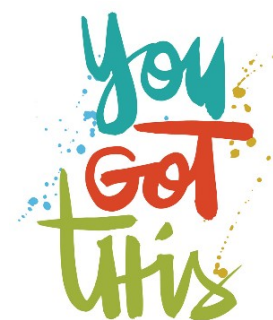
See next page and check details on Moodle!

Evaluation (Including Assignments and Assignment Schedule):

Opportunity for Course Marks	Focus	% Towards Course Grade
Exam 1: Tues Oct 1	Classes 1 to 7 inclusive	20%
Exam 2: Thurs Oct 31	Classes 10 to 16 inclusive	20%
Exam 3 / Final: TBA: Check Online Services	Classes 19 to 25 inclusive, some review	22%
Review & Critical Thinking Paper Due: Tues Nov 21	Scientific Review of Self-Help / Blog Article incorporating course content	30%
Reflections on Course and Experiential Assignments Due: Tues Sept 17 Due: Thurs Oct 3 Due: Thurs Oct 17 Due: Tues Nov 8 Due: Tues Nov 21 Due: Thurs Dec 5	Details for each reflection will be provided Reflection 1: Character Strengths Reflection 2: Meaning in Life Reflection 3: Wellbeing Intervention Reflection 4: Quote (from name card) Reflection 5: Playing Reflection 6: Overall	1% 1% 1% 1% 1% 1%
Course Engagement mid-way and end of semester Due: Tues Oct 15 & Thurs Dec 5	You will self-evaluate your engagement throughout the course on specified criteria.	2%
<p>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://cue.secureresearch.ca/urpp/ for complete information and to sign up for studies. Studies run between September 1 and December 4, 2024.</p> <p>For this class: You can earn up to 1% bonus marks in this way.</p>		

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.

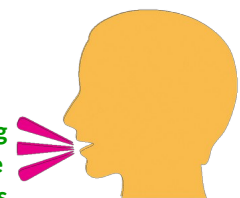
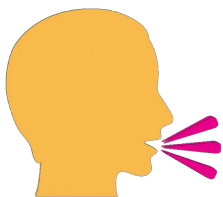
https://www.brookings.edu/research/for-better-learning-in-college-lectures-lay-down-the-laptop-and-pick-up-a-pen/?utm_medium=social&utm_source=facebook&utm_campaign=es

- 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.

If the instructor or your classmates are speaking, please refrain from having conversations at the same time. Voices carry in a large classroom and some classmates may have hearing impairments or sensory processing difficulties and extra noise impedes their ability to learn.



Course Policies:

1. 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!

Cheating is just not worth it. 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 anyone other than me, your prof, during an exam;
- taking photos of exam questions or of review slides;
- audio recording class lectures without permission;
- using ChatGPT or similar, or directly copying from other sources, to write your individual or PsychoBuddy group assignments (see also Plagiarism section below).

I have zero tolerance for either plagiarism or the use of AI text generators (e.g., ChatGPT) for any of your writing at any stage—including generating ideas, initial notes, and drafts.

The writing assignments are designed to help you build your communication, creative, and critical thinking skills. Using AI DOES THE OPPOSITE! Using AI reduces both your ability and your skill level. Generating ideas, thinking, writing, and learning must be practiced. There are no true shortcuts. I want your ideas, your synthesis, not some robot's ideas and words pieced together from common information it synthesized from the internet. Writing—and these assignments—are not primarily about output. Writing is a process of discovery, including the background work of searching, reading, and sifting through information, and the drafts produced before a finished product. These processes help you gain knowledge, help crystallize your thinking, and help you gain skills. Using AI robs you of all of this. If I want AI's opinion on a topic, I can do that myself. I am interested in your unique perspective, your voice.



Moreover, AI-generated writing is generally just bad. The writing style sounds important and formal while being broad and vague. It is often empty writing that does not demonstrate understanding.

Academic Honesty: 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 H).

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. **If you're not sure – ask me! I'm here to help.**

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 assignment 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.

2. Classroom:

~ **READ THIS SECTION!! THIS WILL REALLY HELP YOU NAVIGATE THIS COURSE.**

Note that this course is highly- almost entirely - lecture based. While suggested readings are noted for each lecture, these are meant as supplemental information to lectures. Honestly, it's going to be easier for you if you just come to class and take notes. A handout version of slides will be posted before each class; full slides will be posted after class. However; videos shown in class are not generally posted nor are links to them. Also note that slides are meant to tweak your memory and highlight lecture points. You will not be able to simply study off the slides and gain all the information presented in the lecture. So ...

Plan to attend classes. 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. I understand that sometimes "life" happens. So ...

If you are sick or absolutely need to miss a class, you can give me a heads up and we can work together to ensure you are up to speed with content. You should also check with the other members of your WellBeing Buddies Group. Students in class will be randomly assigned to a WellBeing Buddies Group. Part of the purpose of the WellBeing Buddies Groups is to ensure that every single student has at least a couple of fellow classmates they can turn to for class notes if they absolutely have to miss a class, and for help when studying.

~ Concordia provides learning accommodation services for students with disabilities. Please refer to Section 8.3.1 of the calendar for more details. **Let me know how I can best assist you.**

~ 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.



3. Laboratory etc.

Not applicable for this course. We will have in-class activities and discussions, but these are not separate labs.

4. Exam procedures:

~ Exams will be in class during regularly scheduled class time. More information will be presented in class including how many questions, what type of questions, how many questions from each lecture. I *strongly* encourage students to ask questions *during* exams. Seriously, put your hand up and ask me if you're stuck!

Students in the past have commented that my exams are fair, but sometimes difficult – you need to study for exams. It is in your best interest to complete the Study Guide questions after each lecture. Exams are based on these – and the short answer questions are usually verbatim from the Study Guides. Come to the review classes!

5. Missed work and missed exams

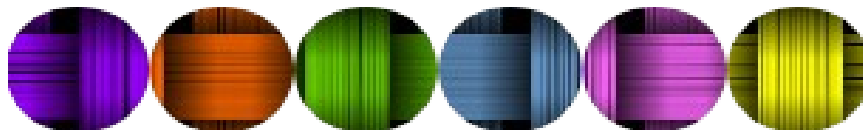
~ **Late assignments will not be accepted except in highly unusual circumstances and only if arranged prior to the deadline.** This policy makes it fair to everyone. Note that being busy, having many assignments due at the same time, work scheduling, laptops dying, etc. are **not** unusual circumstances.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

~ **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 and I am notified ahead of time (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.

6. 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: Dr. Brett Buchanan

Office: HA 224

Email: dean.arts@concordia.ab.ca

Telephone: +1 780 479 9216

ii. Department of Psychology

Department Chair

Name: Dr. Holli-Anne Passmore

Office: AW 236

Email: holli-anne.passmore@concordia.ab.ca

Telephone: +1 780 479 9359

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

b. Academic Support

i. Vice President of Campus Life

(Dr. Carmen Arth, vpcl@concordia.ab.ca, +1 780 479 9289, HA 227)

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

iii. Manager, kihêwak kâpimihâcîk, 'Where the Eagles Fly' 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 (Please go to Online Services to book your appointment.)

[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