

<b>Course Code</b>	HP3002
<b>Course Title</b>	Positive Psychology
<b>Pre-requisites</b>	HP1000 Introduction to Psychology HP1100 Fundamentals of Social Science Research
<b>No of AUs</b>	3 AUs

<b>Course Aims</b>
Psychologists have long studied the human condition in its many manifestations of weaknesses, damages and maladaptive behaviors. Yet, the discipline of psychology must also understand and appreciate the character, strengths and virtues of human life, including those relevant to the concepts of happiness, hope, motivation, mindfulness, resilience, gratitude and compassion, all of which enable individuals to thrive and flourish, while contributing to the health and well-being of family and society. The purpose of this course is to provide a critical review of the literature, research, methodology and experiential practice of Positive Psychology, as well as their application toward personal and social betterment.
<b>Intended Learning Outcomes (ILO)</b>
By the end of this course, you should be able to:
<ol style="list-style-type: none"> <li>1) Identify and discuss the fundamental theories, practices and research on the science of happiness and positive psychology while being able to critique their limitations</li> <li>2) Explain the role of positive emotions and optimal experiences such as flow, mindfulness awareness, hope, love, forgiveness, gratitude and empathy in psychological wellbeing</li> <li>3) Apply positive psychological interventions to enhance individual and collective happiness, resilience and compassion, and utilize these interventions in professional contexts</li> <li>4) Appraise the future development of positive psychology and its applications for enhancing social participation, creative engagement and community empowerment</li> <li>5) Integrate positive psychology in everyday life with a humanistic and existential perspective</li> </ol>
<b>Course Content</b>
This course provides you with proficient knowledge on the major theoretical conceptualizations and empirical investigations of Positive Psychology, with a particular focus on the translational science and everyday application of happiness, mindfulness and compassion. It also aims at enhancing your understanding on the notions of optimal human functioning and flourishing through the lens of social, cultural and community health psychology; while equipping you with practical-skills for measuring and cultivating happiness and compassion in educational, vocational and counseling contexts. Finally, this course aspires to cultivate your self-reflection on your personal beliefs, attitudes and experiences with happiness and compassion for developing greater purpose in and appreciation of life.
<b>Assessment (includes both continuous and summative assessment)</b>

Component	ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment Criteria / Rubrics
1. Positive Psychology Project – Final Written Report and Presentation	The final paper aims to test all 5 learning objectives	<p>This component aims to enhance all 5 Graduate Attributes of the NTU framework, including communication, creativity, character, competence and civic-mindedness.</p> <p><b>Communication</b> is a significant aspect of the assignment as students will develop their writing skills and oral presentation skills.</p> <p><b>Creativity</b> is encouraged as students synthesize and think critically about theories, concepts and empirical research relevant to any topic of their choice that is related to addressing a social ill through positive psychology.</p> <p><b>Character</b> is nurtured through a team-based learning approach which requires self-initiation, determination, leadership, as well as respect and appreciation of diversity.</p> <p><b>Competence</b> is enhanced through</p>	40%	Team & Individual	Appendix 1

		<p>setting self-imposed deadlines, as well as the processes of appraising current literature relevant to a social ill, identifying gaps in research and practice on the subject matter, and developing a novel programme to address it.</p> <p><b>Civic-mindedness</b> is nurtured through developing a deeper understanding of a specific social problems faced by humankind in the 21<sup>st</sup> centuries, while developing a novel positive psychology intervention to address it.</p>			
2. Continuous Assessment 1 (CA1): Film Review and Flipped Classroom Interactive Presentation	2, 3, 4	Creativity, Competence & Communication	20%	Team & Individual	Flipped classroom presentation are graded by: a) quality of concise review of film plot and/or character development in relations to theories covered in class (30%); b) critical discussion on lessons learnt and how such learning can be applied in real life contexts

					(30%); c) ability to develop and implement an experiential activity to deepen learning for the class (30%); and 4) time-management and clarity in presentation (10%) .*
3. CA2: Weekly Gratitude Journal	4, 5	Character, Competence & Communication	20%	Individual	1 mark for each submission and 1 mark for each peer review, totally 20 marks (%).
4. CA3: In-Class Quiz 1 & 2	1, 2	Competence	20%	Individual	Multiple Choice and Multiple Answers Questions
Total			100%		

\*Note: To do well on the team assessment, it is necessary for you to demonstrate positive interdependence and teamwork. In principle, you will receive the same marks as your team. However, your individual score may vary based on peer evaluation and feedback about your contributions to the group project.

### Formative feedback

Feedback is central to this course. Students will receive verbal feedbacks from the course instructor about their flipped classroom presentations immediately upon the conclusion of each presentation. Students will also be provided with feedbacks and advice on their chosen topic for their final group project through recurrent meetings and discussions with the instructor throughout the academic semester, while as both written and verbal feedbacks will be provided for both the final group project written reports and oral presentations. Finally, students will receive written feedbacks for each of their weekly gratitude journal through peer review.

### Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Interactive	The course will be conducted in a manner that combines elements of both

Seminars	a lecture and seminar. This approach supports you in achieving the learning outcomes by encouraging individual learning as well as interactive, team-based learning involving debates and discussions. Both the lecture materials and discussions aim to encourage you to think critically about issues concerning human flourishing as well as the practices of compassion and happiness in the face of adversity, while scrutinizing both the contributions and limitations of existing theories and research.
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**Reading and References**

Students are required to purchase the following textbook:

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

Students are also required to complete additional supplementary readings via books and academic journals, as well as review films and documentaries that reflect the themes and theories covered in class. All additional reading materials and course materials are accessible through NTULearn. Students are responsible to source the films that are part of the required learning materials.

**Course Policies and Student Responsibilities**

Students are expected to complete all assigned pre-class readings and activities, attend all classes punctually and complete all scheduled assignments and tests by due dates. Students are expected to take responsibility to follow up with course notes, assignments, and course related announcements for classes they have missed. Participation is expected in all discussions and activities. No make-up exam or extension will be given without a signed letter from a doctor or head of a university-sponsored extra-curricular program documenting illness. All exams missed will have a zero grade. As Psychology students, the guidelines of the American Psychological Association on referencing and citation are expected to be followed (see APA Publication Manual, 6th Edition).

**Academic Integrity**

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

**Course Instructors**

Instructor	Office Location	Phone	Email
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### Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
1	<u>Introduction and Overview</u> 1. Class guidelines and review of syllabus 2. Discussion of required assignment activities	1	NA
2	<u>Central Issues of Positive Psychology</u> 1. Historical Foundations of Happiness 2. Philosophical Foundations of Compassion 3. Practical Foundations of Mindfulness	1, 2, 4	<ul style="list-style-type: none"> <li>Chapter 1 of Required Textbook</li> </ul>
3	<u>The Intersection of Emotion and Motivation in Wellbeing</u> 1. Examining Experience and Lived Experience 2. Understanding Emotion and Motivation 3. Integrating Emotion and Motivation for enhancing Wellbeing	1, 2, 4	<ul style="list-style-type: none"> <li>Chapter 2 of Required Textbook</li> <li>Finalization of Student groups for Flipped Classroom Presentation and Positive Psychology Project</li> </ul>
4	<u>Assessment of Wellbeing and Predictors of Happiness</u> 1. Assessments and Facilitators of Subjective Wellbeing 2. Measurements and Predictors of Sustained Happiness 3. Maintaining Hope and Promoting Life Satisfaction	1, 2, 4, 5	<ul style="list-style-type: none"> <li>Chapter 3 &amp; 6 of Required Textbook</li> <li>Film for Flipped Classroom Presentation: Forrest Gump [1994]</li> </ul>
5	<u>Love, Lust and Relationships</u> 1. Decoding Attraction, Desire and Affection 2. Deconstructing the Perfect Relationship Equation 3. Deciphering Acceptance, Respect and Reciprocity in Healthy Families	1, 2, 4, 5	<ul style="list-style-type: none"> <li>Chapter 5 of Required Textbook</li> <li>Film for Flipped Classroom Presentation: The Theory of Everything [2014]</li> </ul>
6	<u>Forgiveness, Gratitude and Resilience</u> 1. Letting Go and Reconciliation 2. Appreciating Life through Adversities 3. Comprehending Resilience and Post-Traumatic Growth	1, 2, 4, 5	<ul style="list-style-type: none"> <li>Chapter 8 of Required Textbook</li> <li>Film for Flipped Classroom Presentation: Big Fish</li> </ul>

			[2004]
7	In-class Quiz 1 & Course Review		
8	<u>Understanding Flow and Peak Performances</u> 1. Curiosity and Determination 2. Nature and Nurture of Flow 3. Peak Performance, Self-Mastery and Wellbeing	1, 2, 4, 5	<ul style="list-style-type: none"> <li>• Chapter 4 of Required Textbook</li> <li>• Film for Flipped Classroom Presentation: Eddie the Eagle [2016]</li> </ul>
9	<u>Art and Creativity for a Good Life</u> 1. Exploration and Expression of Self 2. Finding One's Voices through the Arts 3. Arts and Creativity for Healing and Self-Care	1, 2, 3, 4, 5	<ul style="list-style-type: none"> <li>• Chapter 7 of Required Textbook</li> <li>• Experiential Immersion Activity – Mindful-Compassion Art Therapy for Resilience Building</li> </ul>
10	<u>Meaning and Wisdom for Self-Actualization</u> 1. Identity and Humanism 2. Purpose and Experientialism 3. Meaning, Wisdom and Spirituality	1, 2, 3, 4, 5	<ul style="list-style-type: none"> <li>• Reading Assignment: Chapter 9 &amp; 10 of Required Textbook</li> <li>• Film for Flipped Classroom Presentation: The Secret Life of Walter Mitty [20130]</li> </ul>
11	<u>Positive Psychology and Community Empowerment</u> 1. Basics of Public Health 2. Health Promotion for Community Empowerment 3. Social Engagement and Participatory Action Research	1, 2, 3, 4, 5	<ul style="list-style-type: none"> <li>• Reading Assignment: Chapter 11 of Required Textbook</li> <li>• Film for Flipped Classroom Presentation: Eddie Hidden Figures [2016]</li> </ul>
12	<u>Flourishing through Altruism and Compassion</u> 1. Empathy and Altruism 2. Volunteerism for Compassionate Citizenship 3. The Future of Positive Psychology in Building Caring Communities	1, 2, 3, 4, 5	<ul style="list-style-type: none"> <li>• Reading Assignment: Chapter 12 of Required Textbook</li> <li>• Film for Flipped Classroom Presentation: Eddie The Blind Side [2006]</li> </ul>
13	In-class Quiz 2 & Group Presentation for Positive psychology Project	3, 4, 5	