



**OTRP** *online*  
office of teaching resources in PSYCHOLOGY

**UNIVERSITY OF WEST FLORIDA**  
**Department of Psychology**  
**Dr. Jane Halonen Fall 2014**

**POSITIVE PSYCHOLOGY**  
**PSY 3680**  
**TR 2:30-3:45, Bldg 41.134**

### **BASIC INFORMATION**

**Instructor:** Dr. Jane Halonen  
**E-Mail:** jhalonen@uwf.edu  
**Office Hours:** Tuesday, Thursday 9-11  
**Number of Credit Hours:** 3 semester hours

**Office:** 233/ Building 41  
**Phone:** 474-2763

#### **Required Textbook:**

*Positive Psychology:  
The Scientific and Practical Explorations of Human Strengths (3<sup>rd</sup> edition)*  
by Snyder, Lopez, & Pedrotti  
Sage Publications, 2015

#### **Assigned Readings:**

Several additional readings will enrich our positive psychology perspective throughout the semester. These will be accessible through *e-learning*.

### **COURSE DESCRIPTION**

*"Believe that life is worth living, and your belief with help create the fact."*

~William James

Founder of American Psychology

#### **Course Overview**

Within the last two decades, a new orientation with interesting historical roots has emerged in the psychological study of human behavior. Positive psychology focuses on explaining, predicting, and enhancing the strengths and virtues that help individuals and communities thrive. This framework represents quite a departure

from traditional psychology with its emphasis on objective reality, deviance and abnormality, and statistical differences.

This course will include a review of the historical and philosophical foundations of positive psychology. We will explore applications of the science of positive psychology with attention to human strengths and virtues (e.g. integrity, altruism, hope, gratitude, wisdom, courage), positive affect (e.g., love, friendship), resilience, coping, workplace implications, and positive development across the lifespan. A special feature will be exploring how positive psychology principles can enhance planning for one's own professional development.

*Special thanks to Dr. Laura Koppes and Dr. Dana Dunn for assistance in building the course architecture and contributing to the syllabus design.*

### **STUDENT LEARNING OUTCOMES**

*At the conclusion of this course, successful students will be able to*

#### **Content:**

- Recognize and demonstrate understanding of terminology, concepts, and theories in positive psychology
- Describe differences between positive psychology and traditional orientations in psychology
- Identify most prominent contributors to the positive psychology literature

#### **Critical Thinking:**

- Critically evaluate and integrate the positive psychology scientific literature in informed science-based conclusions
- Apply positive psychology to address psychological questions and problems

#### **Communication:**

- Demonstrate professional quality expression in writing, speaking, and poster presentations
- Effectively read and discuss primary sources in psychology
- Use positive psychology principles to enhance personal and professional interactions

#### **Integrity/Values**

- Exhibit skill in recognizing human strengths in generating positive outcomes
- Enact intentional strategies that reflect a positive orientation

## **Project Management/Professional Development**

- Exercise efficient and productive management of projects on both an individual and group level
- Articulate a reasonable pathway for professional development following graduation

### **COURSE REQUIREMENTS**

The purpose of course requirements is to provide the opportunity for you to demonstrate your accomplishment of the student learning outcomes. I expect you to take responsibility for your learning by being prepared and to take the initiative to ask questions and complete the course requirements above and beyond the minimum standards.

**1. Class Attendance and Participation:** Attendance and participation in class discussion are extremely important; you learn when you ask questions to clarify information, share experiences, and discuss various issues of positive psychology. Class participation also includes exploring the challenges faced in situations and practicing relevant skills. Attendance will not be taken formally but you are expected to come to class. Please refer to the university attendance policy in the UWF Catalog (<http://uwf.edu/catalog/>). There will be seven unannounced learning demonstrations that will require being present and punctual for the demonstration points to count. Only five demonstrations will be counted toward your grade.

**2. Required Readings:** Reading (i.e., articles, text chapters) provides current theoretical and empirical research as well as applications. It is your responsibility to read the articles/chapters prior to the class for which they are assigned. Research articles will be available on e-Learning.

**3. In-Class Examinations:** There will be 2 examinations, a midterm and a final, worth 100 points each. The exams will cover the textbook material (assigned reading), research articles, in-class activities, in-class lectures, and student presentations.

**Exam procedure.** You should plan to arrive 5-10 minutes early for exam class periods. No extra time will be provided if you are late. No one can start the exam after the first person has finished the exam. Cell phones must be turned off and put away (if you require a cell phone or beeper for an emergency tell me BEFORE the exam). Do not wear hats during the exam. There should be nothing on your desk except for a pen/pencil.

**Make-up exams.** Make-up exams will only be arranged for university-sponsored events or a documentable emergency/event (e.g., surgery, grad school interview), and will differ from the in-class exam. If you know in advance that you will miss an exam, please inform me as soon as possible prior to the exam. Otherwise, you must notify me within 24 hours with a documented reason why you

missed the exam (doctor's note, police report, etc.) and schedule the make-up when I contact you about the exam. With no exceptions, failure to comply with these policies will result in a grade of zero for that exam. The substitute examination may be oral rather than written.

**4. In-Class Homework Demonstration:** Seven (7) in-class homework demonstrations will be conducted, each worth 10 points. These demos will be unannounced, will be administered at the beginning of the class meeting, and will cover the reading and in-class material for that class meeting. The format of the demonstrations may be quizzes, critical thinking examples, or other strategies that reflect your reading. In other words, you will complete the demonstration while we are meeting in class. Therefore, you must attend class to get points for the demos. You also must be punctual. You can only secure the points if you are in your seat when the music used to open the class comes to an end. For the final course grade, I will drop your two lowest demonstration scores in the event that you needed to miss class or you ran into other problems of living. I do not permit make-ups. Therefore, use your 2 freebies wisely! When you submit the demos, please be sure to write your name on the submission. A maximum of 50 points can be earned from the demonstrations.

**5. Experiential Learning.** Throughout the course, you will complete 10 applications of reading outside of class. Each assignment is worth 10 points. Instructions will be given throughout the semester and posted on e-learning. For many of these assignments, you will prepare a typed summary submitted to e-learning via the dropbox. No late assignments will be accepted. When you submit the assignment, please be sure to write your name on the submission.

**Extra Credit Options:** All extra credit options can provide no more than 10 points max to your total. This strategy is a way of providing you borderline insurance to avoid falling into the lower grade range, rather than generating substantial point totals. Each strategy is a different one. **You may elect only two extra credit strategies.**

**Option 1. Nonrandom Acts of Kindness**

For each week of the semester (15 weeks), you will engage in at least 2 random acts of kindness or good deeds. Do something kind for someone else without attracting any attention to yourself or taking any credit whatsoever. The kind act or good deed can be small (picking up the trash in a neighbor's yard; putting a coin in an expired parking meter), but it should be done anonymously or secretly. To earn credit (5 points), you must turn in a log of the activity and a reaction paper describing the cumulative impact of such intentional positivity at the end of the experience.

**Option 2. Integrity Event**

The Student Government Association runs a university-wide event that considers some aspects of academic integrity. Participation in the event along with a

reflection paper can earn up to 5 points.

Option 3. **Experiment Participation via UWF Subject Pool.** Another option for extra credit involves participating in research as an experimental subject. Check the department research bulletin board for available opportunities. Points will be commensurate to time requirements needed for the experience.

Option 4. **Theatre Excursion.**

The UWF Theatre Department typically offers a few productions that can have a strong link to the principles we will study in the course. Verified attendance at a theatre production along with a reflection paper can earn up to 5 points.

## **COURSE POLICIES**

### **Professor Availability**

I have an open door policy; if I am in my office with the door open, you are welcome to stop and chat. If you want to be certain that I am available, it's best to schedule a specific appointment with me. Email is the best way to reach me and generally you can expect me to respond to emails within 24 hours during the week (Monday to Friday). I do try to exercise good boundaries by taking weekends off!

### **Grading**

The grading system for the class is based on a total of 500 points as follows:

2 exams (2 @ 100 points each)	200 points
5 in-class homework demonstrations (10 points each)	50 points
10 Experiential Learning Projects (10 points each)	100 points
Major Positive Psychology Project	100 points
Possible Selves Project	50 points

Thresholds for Grades Out of 500 Points:

<b>A:</b>	465	<b>B:</b>	415	<b>C:</b>	365	<b>F:</b>	<300
<b>A-:</b>	450	<b>B-:</b>	400	<b>C-:</b>	350		
<b>B+:</b>	435	<b>C+:</b>	385	<b>D:</b>	300		

### **Academic Responsibility**

I will assume that you are a responsible adult, capable of making independent decisions, and that what you learn and the grade you earn in this class are in your hands. Being informed about and following the course schedule is your responsibility and you are expected to do this responsibly.

### **Academic Conduct and Integrity**

**As Argonauts, we act with integrity.  
We do not lie, cheat, steal or tolerate those who do.**

I take academic dishonesty very seriously because academic integrity is the foundation for achievement in higher education. To support and promote academic integrity, a computer program called "Turnitin" may be used to determine if any portion of an assignment turned in for this course has been plagiarized. ***Any instance of violating the university policy on academic conduct will lead to a grade of zero for the exam/quiz/paper as the minimum penalty*** (see full policy here: <http://uwf.edu/academic/policies/misconduct/misconduct.cfm>). Depending on the severity of the violation, the penalties could be greater including getting a grade of F for the course as well as expulsion from the university. The library has a good tutorial on plagiarism and how to avoid it: (see full policy here: <http://libguides.uwf.edu/content.php?pid=347715&sid=2844385/>). I strongly recommend you review this tutorial. "I don't know" is not an acceptable excuse for plagiarizing or cheating; you are responsible for knowing what misconduct is. If you have questions about what constitutes as cheating or plagiarizing, please come see me.

### **Expectations for Civil Classroom Etiquette**

Behaviors that don't help us "build and broaden:"

- (1) talking during class
- (2) cell phones ringing
- (3) students coming in late or leaving early,
- (4) off-task computer or cell phone use, and
- (5) blatant disrespect of other students' ideas.

Cell phones, PDAs, and computers are not allowable in class. The decision to disallow computers stems from two sources:

1. The temptation to get off task is too great, especially for weaker students.
2. Recent research findings suggest that notes taken on computer do not produce learning that is as deep as when note are taken in long-hand.

See: <http://www.psychologicalscience.org/index.php/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html>

### **Special Needs Assistance**

The Student Disability Resource Center SDRC at the University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, please notify the instructor or the SDRC as soon as possible. You may contact the SDRC office by e-mail at [sdrc@uwf.edu](mailto:sdrc@uwf.edu) or by phone at (850) 474-2387. Appropriate academic accommodations will be determined based on the documented needs of the individual.

## **UWF Withdrawal Policy**

### **Last day to withdraw from this course is October 31, 2014.**

You can process a withdrawal online through [ARGUS](#) in the Personal Student Records Access channel on the My Info tab. The form to request a withdrawal is also available in the Office of the Registrar, Bldg. 18 on the Pensacola campus, at the UWF Emerald Coast - Fort Walton Beach campus or any of the centers.

If you are having difficulty in a course and are considering withdrawing, you should remember a few things.

- Withdrawing from a course does not entitle you to a refund of fees.
- Withdrawals appear on a transcript
- Withdrawing may affect financial aid awards, and may lead to additional costs in tuition.

Before withdrawing, you should first talk to your advisor and instructor about options such as tutoring, additional assistance, test taking strategies, etc. that may lead to success. If all other options have been explored, and the best course of action is to withdraw, please remember to withdraw by the semester deadline. Requests for late withdrawals may be approved only under unusual circumstances, which must be documented, such as a death in the immediate family, serious illness of the student or an immediate family member, call to military service or National Guard duty.

## **Tropical Storms/Emergency Weather Information**

Hurricane Season extends through the month of November, which covers almost the entire fall semester. With an approaching storm, the university will announce its plans for closure, due to the potential for a hurricane to impact the Pensacola area. Decisions regarding closure of the university will be made as the track of the storm becomes more apparent and typically the university errs on the side of safety in these matters. Please pay careful attention to the UWF announcements on the university website or on WUWF 88.1 FM radio. For additional information about the university and its hurricane preparations, refer to the information posted by the Office of Environmental Health and Safety (<http://uwf.edu/envhs/hurricane.cfm>). In the event of a school closure, the syllabus will be amended and announced in class.

## **Contingency Plan for Student or Instructor Illness**

During the course of the semester, there is a reasonable likelihood that a student may become ill with the flu or other infectious illness. Please be responsible about the spread of illness and stay home rather than sneeze on your classmates. If I should become ill, I will enact contingencies to conduct the course temporarily through electronic means, if at all feasible.

## Tips for Success

- (1) **Read the syllabus.** The majority of questions about the course can be answered by reading the syllabus. If you have a question for me, as a courtesy, please check the syllabus first.
- (2) **Come to class.** Attendance is strongly positively correlated with your final grade (the more you attend, the higher your grade)
- (3) **Read the assignments.** You are responsible for the material in the book and the lecture material.
- (4) **Participate.** Active learning = better learning. When you speak up in class and participate in discussions you will have a better understanding of the material and will do better on exams.
- (5) **Come talk to me.** If any of the material is confusing, **please** come talk to me so I can help you navigate the material in a manner that works for you. My formal office hours will be on Tuesdays and Thursdays, but we can make other arrangements with sufficient advance notice.

## Class Contacts

I will not provide notes for classes you miss. I STRONGLY advise you to get the names, phone numbers, and e-mail addresses of at least 2 other students in this class. This provides you with a few people to contact for notes.

	NAME	PHONE NUMBER	E-MAIL
1			
2			

## Disclaimer

I reserve the right to change this syllabus as necessary. All changes will be announced in class and a revised syllabus will be posted online. Exam dates are firm except for extreme circumstances (e.g., hurricanes, university closure, etc).



## ASSIGNMENT DESCRIPTIONS

### EXPERIENTIAL LEARNING ASSIGNMENTS

#### **INVENTORIES**

You will be completing a series of inventories throughout the course to help you develop facility with the concepts and methods used in positive psychology. Most inventories correspond to the reading assignment that explores the construct.

#### *Primary Outcomes Related to Inventory Completion and Reflection*

**Content:** Recognize and demonstrate understanding of terminology, concepts, and theories

**Critical Thinking:** Critically evaluate and integrate the positive psychology scientific literature in informed science-based conclusions

**Communication:** Use positive psychology principles to enhance personal and professional interactions

**Integrity/Values:** Exhibit skill in recognizing human strengths in generating positive outcomes

**Project Management/Professional Development:** Exercise efficient and productive management of projects on both an individual and group level

#### ***VIA Survey of Character Strengths***

**due September 2**

Go to this website: <https://www.authentic happiness.sas.upenn.edu/>. Create an account so you can login to "Questionnaires." You will need to provide some profile information. Then click on "VIA Survey of Character Strengths." The survey has 240 questions so hang in there to completion. At the end it will provide a hierarchy of your personal strengths. List the top ten and briefly discuss whether any of the resulting insights surprised you. Feel free to linger on the website and complete any other inventories that intrigue you.

This instrument is one of the classic measurement tools in the area of positive psychology.

#### ***Revisiting the VIA Survey of Character Strengths***

**due December 2**

In this final project, you will retake the VIA to determine if any priorities in your character strengths may have changed. Compare your top ten at the end of the class to your top ten at the beginning of the course. Use this project to reflect on personal changes that may have happened in connection with the course.

#### ***Other Inventories***

In all remaining cases, complete the assigned inventory, which will be available through *e-learning*. Provide a one-page reflection on whether you think the outcomes represent valid conclusions. Make suggestions for ways in which the instrument might be improved.

***Emotional Awareness Questionnaire***

**due September 23**

***Learned Optimism Test***

**due September 30**

***Career Futures Inventory***

**due October 9**

***Close Relationship Inventory***

**due October 28**

## **OTHER ASSIGNMENTS**

### ***Gratitude Project***

**due October 21**

This project requires you to identify someone who has been instrumental in helping you become the person you are. Write a letter of gratitude identifying why the impact was so profound and then present the document either in print, over the phone, or in person. Provide a one-page reflection following its presentation. [Note: If the expression of gratitude is in direct conflict with the values of your culture, please see me for an alternate assignment].

*Primary Outcome Related to Project:*

#### **Integrity/Values:**

Enact intentional strategies that reflect a positive orientation.

### ***Possible Selves Project (50 PTS)***

**due October 30**

This project represents an opportunity to explore what your future may hold to help you live the most satisfying life possible. The emphasis will be on trying to identify and pursue a preferred occupational pathway, but you may expand your musings to take into account any dimension that would have a significant impact. We will dedicate one day of class to exploring these future views. Consequently, you may develop a creative poster, design a web site, draft a poem or song, write a short story. Pick a format that allows you to be playful but still keeps you on point in considering what your future may bring from the standpoint of the work world. If you are a senior, I encourage you to develop a current resume that would support securing your future vision. I'll be happy to provide feedback on the resume's effectiveness.

*Primary Outcome Related to Project:*

**Professional Development:** Articulate a reasonable pathway for professional development following graduation.

### ***Positive Psychology Critique***

**due November 18**

We will have spent an enormous amount of time studying positive psychology from the standpoint of its burgeoning and favorable literature. However, there also exists a serious backlash developing against positive psychology. In the interest of fairness, one class will be devoted to this perspective but you must track down your own article for the discussion. Provide a one-page summary of the article, including a citation in APA format to prepare you for this discussion.

*Primary Outcome Related to Project:*

**CRITICAL THINKING:** Critically evaluate and integrate the positive psychology scientific literature in informed science-based conclusions

## **POSITIVE PSYCHOLOGY PROJECT**

### ***Positive Psychology Project Proposal***

**due September 9**

You will need to submit a description of the major application of positive psychology concepts that will engage you in both writing and speaking in the second half of the semester. You are free to design a project that will be most meaningful to

you. You may work alone or with others; however, the scale of group projects should be ramped up to reflect that that the project should be 20% of your grade. I encourage you to think about designing a project that can help you with whatever you plan following graduation. If you are headed to graduate school, a traditional research paper would be the wiser course. If you are headed into the workforce, consider a service learning project designed to help you make a civic impact and improve your leadership skills.

*Primary Outcomes Related to Project:*

**Critical Thinking:** Critically evaluate and integrate the positive psychology scientific literature in informed science-based conclusions;

Apply positive psychology to address psychological questions and problems

**Communication**

Demonstrate professional quality expression in writing, speaking, and poster presentations; Effectively read and discuss primary sources in psychology

**Project Management/Professional Development**

Exercise efficient and productive management of projects on both an individual and group level

**Project Status Report**

**due October 16**

No points offered on this one but just a means to keep you on track.

**Positive Psychology Project (100 PTS)**

**2<sup>nd</sup> half**

This advanced level project offers you the maximum latitude to shape activity that may be useful to you. You may opt to do a traditional research paper in which a topic that intrigues you gets developed into an argument or a thesis with a minimum of ten sources. You may select any topic you wish related to positive psychology, but you may want to consider a paper that focuses on a virtue.

**Wisdom & Knowledge**

Creativity  
Curiosity  
Open-Mindedness  
Love of Learning  
Perspective

**Courage**

Authenticity  
Bravery  
Persistence  
Zest

**Humanity**

Kindness  
Love  
Social Intelligence

**Justice**

Fairness  
Leadership  
Teamwork

**Temperance**

Forgiveness  
Modesty  
Prudence

**Transcendence**

Beauty Appreciation  
Excellence Striving  
Gratitude  
Hope  
Humor  
Religiousness

Reference:

Peterson, C., & Seligman, M.E.P. (2004). *Character strengths and virtues: A handbook and classification*. Washington, DC: American psychological Association

If you decide to do a research project that involves original data collection, good for you! But remember we will need to do an IRB to cover the protection of persons in the subject pool.

You can do a small-scale service learning based intervention with others off campus. Your imagination can shape the nature of the project but it should be dedicated to enriching the lives of others. If you join forces with others in the class, think carefully about what caliber of behavior you want to see in your partners. Chances are good the group grade will be distributed across all members and a weak performance could prove threatening. If you go with partners, five is the maximum number you can have on your team. A project involving five people should legitimately be five times the effort of an individual project. You will need to identify all partners when you submit your project proposal.

Regardless of format chosen, you will have the obligation to present the details at some point during the last half of the semester.

### **A Last Word of Warning**

Although we will be studying happy topics, don't make the mistake to think that goal translates into an easy course experience. The reading schedule is challenging and the workload is designed to help you figure out how good a student you can be. Although you won't get participation points for class discussion, please consider your class participation as a means of building your social bank account. It is easier to grant latitude to students (e.g., those on a grade borderline) who have demonstrated positive intentions and vigorous engagement throughout the class. Because there is a substantial waiting list for the class, if the demands seem to exceed your capacity or willingness, please vacate with notice so another student can benefit.

Additional details and planning resources are on the following pages.



## TRADITIONAL LITERATURE REVIEW OPTION

You may opt to do a traditional research paper in which you develop a topic that intrigues you into an argument or a thesis with a minimum of ten sources. You may select any topic you wish related to positive psychology, but you may want to consider a paper that focuses on some aspect of a virtue. The following list from Peterson & Seligman (2004) might spur you in the right direction:

### Wisdom & Knowledge

Creativity  
Curiosity  
Open-Mindedness  
Love of Learning  
Perspective

### Courage

Authenticity  
Bravery  
Persistence  
Zest

### Humanity

Kindness  
Love  
Social Intelligence

### Justice

Fairness  
Leadership  
Teamwork

### Temperance

Forgiveness  
Modesty  
Prudence

### Transcendence

Beauty Appreciation  
Excellence Striving  
Gratitude  
Hope  
Humor  
Religiousness

Reference:

Peterson, C., & Seligman, M.E.P. (2004). *Character strengths and virtues: A handbook and classification*. Washington, DC: American psychological Association

The best way to go about the paper is to develop a question that represents curiosity about a phenomenon that fits with the study of positive psychology.

Examples could include:

- *Why doesn't winning the lottery make people fundamentally happier?*
- *What are the hazards and benefits of an open-minded stance?*
- *What impact does participation in social media have on social intelligence?*
- *What function does gallows humor play in adaptation?*
- *What are the long term effects of harboring a grudge?*

If you are serious about moving toward graduate school as your next step, this option is highly recommended. Thinking carefully about your topic may give you some advantage when it comes time to picking a pathway for graduate training.

If you decide to do a research project that involves original data collection, good for you! But remember we will need to do an IRB to cover the protection of persons in the subject pool.

A traditional theoretical review should have an engaging title, a focal research question, a critical review of relevant literature, and speculation about what kinds of future direction would be useful to develop the science. You are encouraged to look to the *Journal of Positive Psychology* or the *Journal of Happiness Studies* for appropriate models. Your paper should look like an article that would be published in these journals.

**EXPECTED LENGTH OF PAPER 12-15 PAGES.**

**EXPECTED MINIMUM NUMBER OF REFERENCES: 10**

**YOUR TARGET DATE TO SHARE YOUR RESULTS IS NOVEMBER 20, 2014.**

## **GRANT PROPOSAL OPTION**

Particularly for individuals who find themselves working in the nonprofit sector after graduation, it may be useful to pursue the grant writing option. Grants are simply funding requests to capture funding for a specific purpose. For our purposes, you will be writing your grant proposal to the (fictional) David Myers Happiness Research Institute. [David, pictured below, is a famous psychologist and successful author of psychology textbooks who has established a foundation to help finance ideas that will move psychology forward. Although our Institute is fictional, David has set up a real Myers Foundation to fund good projects in psychology].

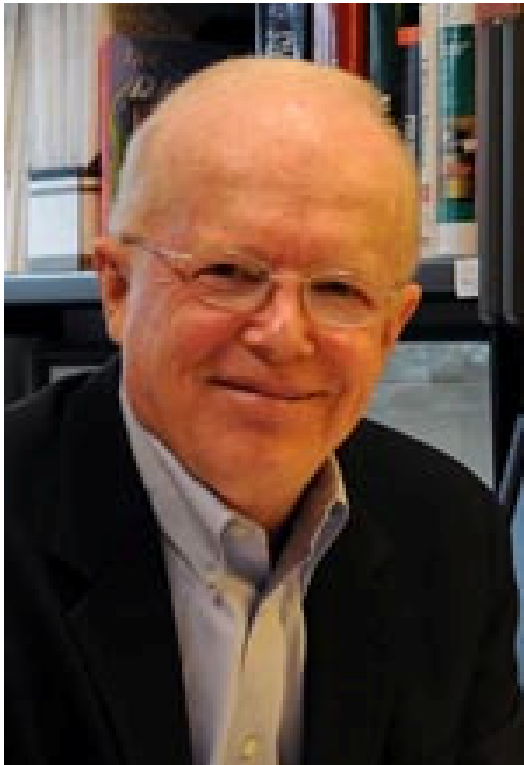
Granting agencies usually specify the information they need to deliberate and make a decision. For our purposes, the DMHRI requires the following information:

- A. Principal Investigators (PIs)
- B. Title of Project (*Note: Clever titles help proposals stand out*).
- C. Executive Summary of Intent – a short paragraph that captures all the essentials of the proposal
- D. Relevant Literature Review (minimum of five targeted references)
- E. Proposed Intervention Timeline
- F. Proposed Intervention Budget
- G. Proposed Evaluation Strategies (how will you determine whether or not the intervention is successful)

**EXPECTED LENGTH OF PAPER: 10 PAGES**

**EXPECTED MINIMUM NUMBER OF REFERENCES: 5**

**YOUR TARGET DATE TO SHARE YOUR RESULTS IS NOVEMBER 13, 2014.**



## **RESEARCH OPTION: Correlational or Experimental**

Those headed to graduate school can also select a research option that involves the collection and interpretation of data. Any research option will require approval from UWF's institutional review board. A correlational study (e.g., using assorted happiness instruments to gather data about a target population) will be easier to manage in the confines of the semester. An experimental option may also be possible; however, depending on the scope of the project you have in mind, we may need to settle for the experiment proposal. However, this would be a valuable product should you choose to head to graduate school specifically to study positive psychology.

**EXPECTED LENGTH OF PAPER 12-15 PAGES.**

**EXPECTED MINIMUM NUMBER OF REFERENCES: 10**

**YOUR TARGET DATE TO SHARE YOUR RESULTS IS NOVEMBER 20, 2014.**

## **SERVICE LEARNING PROJECT**

You can do a service learning based intervention with others on or off campus. Your imagination can shape the nature of the project but it should be dedicated to enriching the lives of others. If you join forces with others in the class, think carefully about what caliber of behavior you want to see in your partners. Chances are good the group grade will be distributed across all members and a weak performance could prove threatening. If you go with partners, five is the maximum number you can have on your team. A project involving five people should legitimately be five times the effort of an individual project. You will need to identify all partners when you submit your project proposal. You will also have the obligation/opportunity to provide a fair-minded critique of the contributions of your teammates in consideration of how points get distributed.

What are the possibilities? They are limited only by your imagination but consider some of the following to stir your own good thinking:

- *Organize a celebration of wisdom at a senior living facility.*
- *Design and implement a program to recognize and honor students who make exemplary contributions to the community.*
- *Sponsor a fund-raising activity for a worthy target or cause.*
- *Develop and deliver a program that helps high school students learn why they should always strive for excellence.*
- *Find an unsung hero or heroes and create a gesture of appreciation for their contributions.*
- *Stage a flashmob with an explicit purpose tied to positive psychology.*

Remember, the point of positive psychology is enhancement and enrichment so you should guard against trying to fix or cure damaged or disordered people since that would be a throwback to the traditional psychology paradigm.

This project not only gives you an experiential opportunity to apply positive psychology concepts, it provides a great vehicle for honing your leadership and teamwork skills. Consequently, this version is highly recommended for those who are considering joining the workforce after graduation. Once your team is assembled, work together to identify the intellectual strengths each person brings to the team. Allow people to contribute from their strengths but don't forget the



project is about stretching so work together to help each other achieve the personal growth that may be possible.

Although the project will be a group project, your proposal should be an individual one that highlights what you hope to contribute and what you hope to get out of it.

Your final project should be written as a group but you will need to include a separate reflection on your personal reaction to the learning in the project.

**EXPECTED LENGTH OF GROUP PAPER: 10 PAGES.**

**EXPECTED LENGTH OF PERSONAL REFLECTION: 3 PAGES**

**EXPECTED MINIMUM NUMBER OF REFERENCES: 5**

**YOUR TARGET DATE TO SHARE YOUR RESULTS IS NOVEMBER 6, 2014.**

## **POSITIVE PSYCHOLOGY PROJECT PROPOSAL**

In this project, you will provide all the information we need to be able to give your project the official green light. The report is worth ten points. Here are the data I would like you to provide, in order:

1. Name of Project
2. Type of Project (Traditional Literature Review, Grant Proposal, Experiment Proposal, or Community Service Project)
3. Authors (Are you working solo or on a team?)
4. What key words will you be using for your literature review?
5. Cite one primary source in APA format that may be helpful to you in the development of your idea.
6. What goals will you strive to achieve? (leadership, time management, writing improvement, reading professional literature)
7. What timeline will you try to accomplish to complete your project in early November?
8. What obstacles do you currently anticipate in the timely completion of your work?
9. Is there any additional assistance you will need from my team or me to help you accomplish your goals?
10. Do you have any additional questions about the expectations or instructions?

## **Criteria for the Good Project Proposal:**

- \_\_ clearly identifies individual or group option**
  - \_\_ makes tentative commitment to workforce or grad school pathway**
  - \_\_ provides explicit links to positive psychology concept**
  - \_\_ defines a project that can be manageable with the time constraints**
  - \_\_ identifies team members, where appropriate**
  - \_\_ formulates any relevant personal goals**  
(e.g., improve leadership, strengthen APA writing style, make a decision about grad school, improve time management, etc.)
- (We will reserve December 4, as back-up).

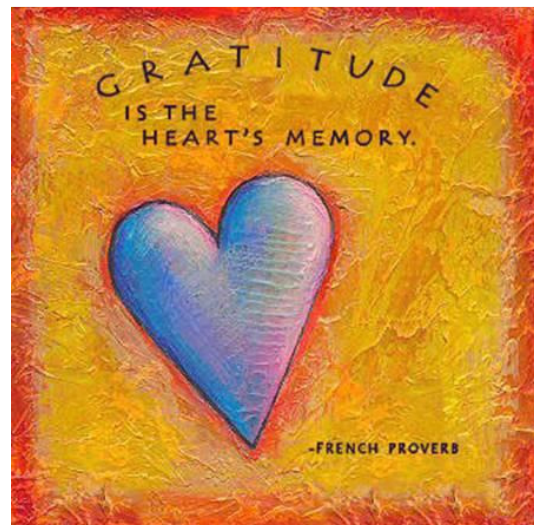
## Instructions for Gratitude Letter

A fairly standard feature of any Positive Psychology course is examining the phenomenon of Gratitude. No one arrives at a meaningful place in life without getting assistance from someone who maintains a special role of significance. It can be a teacher, friend, professor, relative, coach, or even the lunchroom lady in the high school cafeteria. The formal role doesn't matter. The pivotal issue is that the target individual's kindness and interest made a big difference in your life. Chances are good that person could be in the dark about what kind of impact he or she has had. This project gives you an opportunity to change that. On the other hand, if the person is aware of his or her positive influence, it always feels lovely to have it reconfirmed.

Your task is to write a letter of gratitude specifying why you are grateful for that person's influence and impact. Be as specific as you can about what positive effects resulted from the interaction. Share what you are currently doing and whether there is a connection between where you are now and what happened to create such positive memories. Although the letter doesn't have to be long, it should be powerful. Note: You do not have to submit the actual letter; however, honor bright, you do need to have gone to the trouble to create a document that the target person can later review and cherish. If you can arrange to do so, please read your letter to your target person either in person or over the phone.

### Reflection Questions:

1. Whom did you select for the gratitude letter and why?
2. What were your feelings as you wrote the letter?
3. How did your target person react to your disclosure?
4. How were you affected by how your target person responded?
5. Speculate about the duration of positive feeling that will result from this exchange
6. How important is the role of gratitude in your life?
7. Are there others whom you need to notify of their impact?
8. What influence might this experience have on your personal interaction style?



**Grading Rubric:** This ten-point exercise is hard not to get full credit as long as you faithfully follow the instruction, show thoughtful reflection, and give evidence of impact.

## **INSTRUCTIONS FOR POSSIBLE SELVES PROJECT**

Our goal in this project is to combine your personalized learning about positive psychology with your capacity to set meaningful goals for yourself in the future.. One full class will be devoted to sharing your vision and learning about the visions of others.

Format: How you execute this project is entirely up to you. You may use a poster board, song, sculpture, or memory box. Because of the sheer number of participants, Powerpoint is not an option. Your project should be visual and self-explanatory.

Objective: You need to communicate the journey you expect to take to get to a point in the future where you have a satisfying personal and professional life. At minimum, you need to communicate at least one professional outcome that you think might be a good choice for you. You can incorporate a longer timeframe and illustrate multiple "selves" over time. You might also want to include some attention to "Plan B" in case your ideal plan can't come to fruition.

Positive Psychology Content: There should be a reflection of one influential positive psychologist in the work that you create.

Grading Rubric: 50 points

\_\_\_\_ Illustrates clear professional goal for after graduation (10 points)

\_\_\_\_ Uses creative medium to good advantage (e.g., attention-getting, reasonable aesthetics, readable) (20 points)

\_\_\_\_ Addresses preferred quality of life (10 points)

\_\_\_\_ Incorporates a positive psychology hero (10 points)

Here are some factors to consider as you develop your professional vision:

Money. What salary range will provide the lifestyle support you seek?

Safety. To what degree do you need to ensure a choice that affords safety and security?

Social Needs. How important is it to work with others versus solo?

Good Working Climate. Do you need camaraderie or prefer a more serious working environment?

Clarity of Task. Is it better of the details of the job are spelled out or would you prefer more latitude to leave your own imprint on the work?

Scope of Skill Sets. What skills do you most look forward to using in the workplace?

Autonomy. How important is it for you to govern your schedule?

High Profile. Is it important to have a job that others will regard with some awe?

Intrinsic Pleasure. Does the job offer any possibility of self-actualization?

Impact. Does it matter whether the work you do directly or indirectly benefits others?

Work-Life Balance. Will the job allow you to pursue other elements of life (e.g., family, hobbies) that will help you feel grounded and rested.

Ethics. Does the work allow you to operate from "the shining place" and not lure you into actions that are questionable, illegal, or morally wrong?

## YOU TUBE Music Videos Related to Happiness

### **Happiness**

Pharell Williams

<https://www.youtube.com/watch?v=y6Sxv-sUYtM>

### **I Hope You Dance**

<https://www.youtube.com/watch?v=RV-Z1YwaOiw>

Lee Womack

### **Tonight's Gonna Be A Good Night**

Black Eyed Peas (Oprah Flash mob)

[http://youtu.be/1aSbKvm\\_mKA](http://youtu.be/1aSbKvm_mKA)

### **Once**

<https://www.youtube.com/watch?v=W0lldr5TsaU>

Hansford & Irglova

### **Defying Gravity**

Idina Menzel

<https://www.youtube.com/watch?v=UZdgvqwf3F0>

### **Let It Go**

Idina Menzel

<https://www.youtube.com/watch?v=moSFlvxnbgk>

### **Somewhere Over the Rainbow**

Eva Cassidy

<https://www.youtube.com/watch?v=fMfBKwCBgGI>

### **What a Wonderful World**

Louis Armstrong

<https://www.youtube.com/watch?>

### **Remembering to Breathe**

Lorraine Feather

<https://www.youtube.com/watch?v=rn9As3imBOM>

### **Over the Rainbow/Its' a Wonderful World**

Israel Kamakawiwo'ole

[https://www.youtube.com/watch?v=Z26BvHOD\\_sg](https://www.youtube.com/watch?v=Z26BvHOD_sg)

### **Happiness**

Allison Krause

<https://www.youtube.com/watch?v=O6gckK-eMUw>

**Don't Worry be happy**

Bobby McFerrin

<https://www.youtube.com/watch?v=d-diB65scQU>**On Top of the World**

Imagine Dragons

<http://youtu.be/w5tWYmIOWGk>**Anyway**

Martina McBride

[www.youtube.com/watch?v=6uLtyzRgmyl](http://www.youtube.com/watch?v=6uLtyzRgmyl)**Peel Me a Grape**

Diana Krall

<https://www.youtube.com/watch?v=n7Uc3q346VU>**Happy Together**

Turtles

<https://www.youtube.com/watch?v=mRCe5L1imxg>**All I Want to Do Is Have Some Fun**

Sheryl Crow

<http://vimeo.com/16444909>**I Feel Good**

James Brown

<https://www.youtube.com/watch?v=SzlpTRNIAvc>**Wake Me Up Before You Go Go**

Wham

<https://www.youtube.com/watch?v=plgZ7gMze7A>**The Lazy Song**

Bruno Mars

<https://www.youtube.com/watch?v=fLexgOxsZu0>**Love Shack**

B-52s

<https://www.youtube.com/watch?v=9SOryJvTAGs>**Look Around**

Brazil 66

<https://www.youtube.com/watch?v=QXF1IF6XNWI>**Happiest Girl in the Whole USA**

Donna Fargo

<https://www.youtube.com/watch?v=DD0L0nyM7OY>



**Getting Better**

Beatles

<https://www.youtube.com/watch?v=Jk0dBZ1meio>**59<sup>th</sup> Street Bridge Song**

Simon and Garfunkel

<https://www.youtube.com/watch?v=TJBhdKrwTOc>**Your Love Keeps Lifting Me Higher**

Jackie Wilson

<https://www.youtube.com/watch?v=22AbwHwq4dw>**Break My Stride**

Matthew Wilder

<https://www.youtube.com/watch?v=cy46iOwWQjE>**Everybody Have Fun Tonight**

Wang Chung

<https://www.youtube.com/watch?v=BoXu6QmxpJE>**Happy Days Are Here Again**

Barbra Streisand/Judy Garland

<https://www.youtube.com/watch?v=jYpcFHTxm60>**Good Vibrations**

Beach Boys

<https://www.youtube.com/watch?v=QSLMWasU0rM>**You've Made Me so Very happy**

Blood Sweat and Tears

<https://www.youtube.com/watch?v=Y168CNQyO7g>**Oh Happy Day 5**

Edwin Hawkins Sings

<https://www.youtube.com/watch?v=EfGDvDGE7zk>**Put on a Happy Face**

Bye Bye Birdie

[https://www.youtube.com/watch?v=l\\_CE7GqgrvY](https://www.youtube.com/watch?v=l_CE7GqgrvY)**Shiny Happy People**

REM

<https://www.youtube.com/watch?v=iCQ0vDAbF7s>

**Life's a Happy Song**

Muppets

[https://www.youtube.com/watch?v=t9\\_zKm2Ewaw](https://www.youtube.com/watch?v=t9_zKm2Ewaw)