Queen's University
Positive Psychology 335

Instructor: Dean A Tripp, PhD.
Telephone: 613-533-6955
Office: Psychology Department – Craine 219
Office Hours: Mondays, 10:30 – 11:30 am
Email: dean.tripp@queensu.ca

Course: PSY 335: **Positive Psychology**
Semester: Fall, 2012
Semester Hours: 3.0
Day/Time: Mondays 1-2:30pm; Thursdays 8:30-10 am
Room: **Humphrey Hall Aud** Rm 101

Teaching Assistant: Laura Katz, Ph.D. Candidate
T.A. Contact: laura.katz@queensu.ca
(613) 533-6000, X - 75459
T.A. Office: Office location – Humphrey Hall 129
T.A. Office Hours: Wednesdays 10-11am

Textbook (Required): Positive Psychology 2nd Ed., Snyder, Lopez, Teramoto Pedrotti (2011). Sage Publications, ISBN 978-1-4129-9062-2

Please use your Queen's email account to send me an email. If an occasion arises and you must email me from your personal account, please write ***PSY 335 - Tripp*** in the Re-Subject box. This will indicate to me that the email is from a Queen's student in the course ***PSY 335.*** Your email will then be given priority over the many others I receive daily.

Course Description:
Prior to World War II, psychology had three main missions: make the lives of all people fulfilling; identify and enhance human excellence; and treat pathology. Nonetheless, in the last half-century psychology has largely focused on decreasing maladaptive emotions and behaviors, while ignoring optimal functioning (e.g., happiness and life satisfaction). Positive psychology is the study of how human beings prosper in the face of adversity. Its goal is to identify and enhance the human strengths and virtues that make life worth living ("The good life") and allow individuals and communities to thrive (Seligman & Csikszentmihalyi, 2000). This course will provide an introduction to positive psychology. It is designed to explore the concepts, research behind the concepts, techniques, and exercises that enhance well-being. The format of the course will be didactic, experiential, and interactive. Assigned readings will be given weekly.

Course Objectives:
The student will be able to:
1 Understand the aim and scope of positive psychology.
2 Understand the distinction between positive psychology principles and other theoretical principles of psychology.
3 Appreciate the contributions of modern thinkers to the field of positive psychology.

4 Acquire insight into their own strengths and virtues and learn strategies to increase their happiness and overall quality of life.
5 Develop an understanding of the dimensions of subjective well-being and the application to their lives.
6 Comprehend research that supports and critiques the principles, strategies, and skills of positive psychology.

Students with Disabilities

If you have any documented disability-related concerns that may have an impact upon your performance in this course, please meet with me within the first two weeks of the current semester, so that we can work out the appropriate accommodations. Accommodations are provided on an individualized, as-needed basis after the needs, circumstances, and documentation have been evaluated by the appropriate office on campus. For more information on services provided by Queen's, and for submission of documentation of your disability, see http://www.queensu.ca/hcds/ds/students/services.html

Or please contact: Disability Services Office (DSO) LaSalle Building 146 Stuart St, First Floor Kingston, Ontario K7L 3N6

Phone: 613-533-6467; Fax: 613-533-6284; hcds.dso@queensu.ca

All disability-related information will be kept confidential.

Course Format. The course is presented as a series of lectures, activities, and assignments. You are responsible for the material in all required reading passages in their entirety, even if this material is not presented in lectures. Additional readings outside the class text are recommended, and may be required for some lectures. These readings will be made available on MOODLE or at least references will be provided. Students are instructed to study the relevant required readings before coming to class.

See course outline below for readings.

There is a textbook assigned on Reserve at the library. **Understand that you are expected to read or do the assignment before coming to class on each day.** You can find many more readings in your text as "suggested readings", I would encourage you to read everything you can in an area that gets you excited. However, you are only required to read the assigned chapters and papers listed in the syllabus or assigned to you during class.

Course Grading:

Exams* (55% of final grade) The Exams may consist of multiple-choice, true/false, fill in the blanks, and / or short answer essays. The material on the Exams will come directly from the class lectures and assigned readings and they are **NOT** cummulative. If, for some reason, you are not in attendance for the midterm on the date scheduled, you must contact me on that date so that a make-up exam can be scheduled. Please see below.

Missed Examination Policy - Students will be excused from a midterm or a final examination for documented compassionate reasons. These would include situations such as major illnesses, accident, or a death in the family. You must contact both the professor and the teaching assistant as soon as you become aware you will miss an exam and you must provide your documentation in a timely manner. Only students who provide written documentation (e.g., physician's note) will be exempted from an exam. Students who are exempted from an exam for an approved reason will have their remaining exams re-weighted. Students who are not able to meet the criteria of written documentation, timely provision of documentation, or alerting the professor and teaching assistant will receive a grade of zero for a missed examination.

Students who cannot write an exam during the December or April exam period due to a serious, extenuating circumstance (with the supporting documentation required as outlined above) must be available to write a deferred exam during the Psychology Department's *Make up Exam period* January 11/12th, April 29th, or September 13/14th, 2013.

Students should be informed of these dates to write a make-up exam, if their original exam has been successfully deferred. Please see the following webpage under "Exam Absence" for additional information: http://www.queensu.ca/psychology/Undergraduate/psycdepartmentalpolicies.html

Exam	**Date**	**Material Covered** (plus any assigned extra readings)	**Percent of Final Grade**
Midterm #1	(in class)	Chapters 1-7	25%
Final	(exam period)	Chapters 8-15 +18	30%

In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale:

Arts & Science Letter Grade Input Scheme

Assignment mark	**Numerical value for calculation of final mark**
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
F0 (0)	0

Your course average will then be converted to a final letter grade according to Queen's Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Research Poster Presentation (25%)

You will be randomly assigned to a research group of approximately 5 students. Each group will be responsible for creating a poster for display and presentation for evaluation at a poster conference for "Positive Psychology" near the end of the semester. Your group should select one or more positive psychology constructs (e.g., altruism, gratitude, forgiveness, mindfulness) or theories (e.g., broaden and build theory of positive emotions) and develop a plan to bring these constructs to life through research.

The poster must be approximately 3 x 5 feet (which can be constructed in Powerpoint or Keynote), and include a:
1) Title and Authors of the project. **(2%)**
2) A construct definition and a basic introduction to that construct (i.e., What is it? How can people identify it?; Historical review and/or coverage from your text). Your "construct" can be drawn from any of the topics in the text or may be drawn from outside the materials covered. Please discuss with the TA or myself. **(4%)**
3) An empirical literature review of the construct in the research literature that applies. **(4%)**
4) Your proposed research "Application" of the construct (i.e., a research design that tests or shows that relation or merit of your construct). This can employ an experimental design, a survey, or a series of studies and methods). **(5%)**
5) Your discussion and presentation to the judges that will come around and review the posters **(10%).**

Personal Mini-Experiments (20%)

You will be asked to conduct **3** assigned mini-experiments in total throughout the semester. In your book, almost every chapter inserts a labeled "Personal Mini-Experiment". You are asked to bring positive psychology into your lives by conducting the kind of experiments that positive psychology researchers might conduct in a lab or the field and that positive psychology practitioners might assign to their clients for homework. Some of these experiments take less than 30 minutes to complete, whereas some will stretch out over a week. Most of these exercises are designed to be completed outside of class, but a few are appropriate to conduct in the classroom and we may do so if time permits. You will be discussing these during class times with the professor and with students in small clusters.

Students are required to complete a write-up for each experiment throughout the semester with the goal being to apply the material of the course to their lives. A 1-2 page, typed, double-spaced, 12point font, paper will be written about their experience with the exercise. The ultimate goal here is for you to experience the positive psychology construct first hand, self-reflect in a meaningful way and, as a result gain insight into the mechanisms and processes of the "good life."

You must include your 1) student number, 2) date completed, 3) the name of the experiment, 4) brief description of the task, 5) how you recorded the experience, 6) and the results of your efforts in your opinion or by what you have recorded. These sections must be succinct; you do not have many pages to work with here.

Class schedule:

Date	Topic
Sept 10	Chapter 1 - Intro
Sept 12	Chapter 2 - Eastern and Western Perspectives on Pos Pcyh
Sept 17	Chapter 3 - Classifications and Measures of Strengths
Sept 19	Mini-Experiment 1 assigned; Introduction to your groups
Sept 24	Chapter 4 - Developing Strengths and Living Well
Sept 26	**Mini-Experiment 1 Due**; Mini-Experiment 2 assigned
Oct 1	Chapter 5 - Living Well at All Life Stages
Oct 3	Chapter 6 – Positive Affect, Emotions, Happiness and Well-Being
Oct 8	Thanksgiving – No Class
Oct 10	Guest Speaker, Group project time
Oct 15	Chapter 7 – Emotion-focused Coping, EI, etc.
Oct 17	**MIDTERM EXAM (CH 1 – 7)**
Oct 22	Chapter 8 – Self-Efficacy, Optimism, Hope.
Oct 24	**Mini-Experiment 2 Due**; Mini-Experiment 3 assigned
Oct 29	Chapter 9 – Wisdom and Courage
Oct 31	Chapter 10 – Midfulness, Flow, Spirituality
Nov 5	Chapter 11 - Empathy
Nov 7	**Mini-Experiment 3 Due**; Group project time
Nov 12	Chapter 12- Attachment, Love, Flourishing Relationships
Nov 14	Chapter 13 – Balancing Mental Health and Pos Psych
Nov 19	Chapter 14 – Prevent the Bad, Enhance the Good
Nov 21	Chapter 15 – Positive Schooling
Nov 26	Chapter 18 – Going Positive
Nov 28	**POSTER DAY**
TBA	**FINAL EXAM (**In Final Exam Schedule)

Please note that I reserve the right to modify the course syllabus during the semester as the course progresses and external events may dictate. Any changes made will be communicated to you either via

your Queen’s email or through Moodle.