Course code: CP-406

Course title: Positive Psychology

|  |  |
| --- | --- |
| 1. **Course Learning Outcomes: (CLO’s)** | |
| CLO-1 | Describe the historical background and development of positive psychology. (C1) |
| CLO-2 | Explain the key conceptual and theoretical frameworks underpinning different domains in positive psychology. (C2) |
| CLO-3 | Identify their strengths and virtues, as well as practical methods for applying them.(C4) |
| CLO-4 | Demonstrate ethical considerations in administration of Positive Psychological Interventions (C3) |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Mapping the PLOs with CLO’s** | | | | | | |
|  | | CLO 1 | CLO 2 | CLO  3 | CLO 4 |  |
| **PLO-1**  **Cognitive** | **Psychology Knowledge:**  Graduates will be able to comprehend the core concepts of Clinical Psychology—an ability to describe the manifestation of psychological issues |  |  |  |  |  |
| **PLO-2**  **Cognitive** | **Conceptualization:**   Graduates can formulate and conceptualize psychological problems according to the Bio-Psych-Social and Spiritual Model with respect to cultural practices |  |  |  |  |  |
| **PLO-3**  **Psychomotor** | **Basic Assessment Skill Development**: An ability to demonstrate and interpret various assessment modalities. |  |  |  |  |  |
| **PLO-4**  **Psychomotor** | **Therapeutic Techniques and Implementation**: Graduates will be able to utilize the therapeutic skills and construct the intervention plan |  |  |  |  |  |
| **PLO-5**  **Affective** | **Communication:**  Graduates will be able to communicate and demonstrate practical verbal and written skills |  |  |  |  |  |
| **PLO-6**  **Psychomotor** | **Case studies**: An ability to conceptualize individual clinical cases with diverse ethnic, religious, and cultural backgrounds along with integrated assessment and intervention skills |  |  |  |  |  |
| **PLO-7**  **Affective** | **Ethical considerations**:  Graduates will ensure professional ethical guidelines and principles in clinical and community settings. |  |  |  |  |  |
| **PLO-8**  **Psychomotor** | **Research:** An ability to identify the need for significant indicators of mental health in a collectivistic culture to execute scientific research |  |  |  |  |  |
| **PLO-9**  **Psychomotor** | **Community Work**:  Graduates will able to engage with different organizations to provide community services including recognition and bridging different resources to fulfill the psychological needs of communities such as marginalized population |  |  |  |  |  |
| **PLO-10**  **Psychomotor** | **Mental Health Awareness:**   Graduates will be able to take initiative and design Programs for prevention and promotion of mental health wellness and quality of life in general population. |  |  |  |  |  |
| **PLO-11**  **Cognitive** | **Lifelong Learning**: Able to develop significant professional goals for life and recognize the importance of psychological skills in their personal and professional lives. |  |  |  |  |  |

|  |  |
| --- | --- |
| 1. **Assurance of Learning and Assessment Items:**   *Specify Assessment Items that will assure student learning through application and achieve objectives of specific PLOs / CLOs* | |
| **Assessment Item** | **Application/ Outcomes**  **PLO / CLO** |
| Assignment 1 | **CLO-1, PLO1** |
| Assignment 2 | **CLO-3,PLO3** |
| Quiz 1 | **CLO-1, PLO 1** |
| Quiz 2 | **CLO-2 , PLO 2** |
| Quiz 3 | **CLO-3, PLO3** |
| Presentation | **CLO-2 , PLO 2** |
| Mid term | **CLO-1,2, 4** |
| Final Exam | **CLO-3,4,** |

|  |  |  |
| --- | --- | --- |
| 1. **Assessment Structure and Grading Policy\*:** | | |
| **Assessment Item(s)** | **Weight (%)** | **When will be assessed** |
| Quiz | 15 | 2-3 times of semester |
| Assignments | 5 | 2 times in a Semester |
| Presentation | 10 | Once in a semester |
| Class Participation | 5 | Throughout in semester |
| Mid exam | 25 | One-time assessment |
| Final exam | 40 | One-time assessment |
| **Total** | **100** |  |
| **Notes – Norms and Important Class Policies:**  *(such as submission guidelines, academic honesty, make-up policy, code of conduct)*   * Attendance below 80% will result in Short-Attendance grade. The participant will not be allowed to sit in the final examination. * All assignment submission is subject to plagiarism check. Plagiarism score above 15% will render the submission void. | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Weekly Sessions Plan:** | | | | |
| Week | Course Contents | CLO | Activity | Reference Chapter(s) |
| 1 | **INTRODUCTION TO POSITIVE PSYCHOLOGY**   * The history of positive psychology. * The dimensions of positive   Psychology   * the differences between ‘positive’ psychology and ‘psychology as usual’. * Nodes of Positive Psychology * The scope and aim of positive   Psychology   * Why might we need positive psychology? | 1 | C1 | Hefferon K. & Boniwell I. (2011). Positive psychology : theory research and applications. |
| 2 | **Happiness and Subjective Wellbeing**   * **What is happiness??**   + Subjective versus objective * Indices of happiness (Measures and Positive correlates of happiness Traits associated with Happiness) * Types of happiness- Eudaimonic and Hedonic * Who is happy? * Activities to boost happiness. * ***subjective well being*** * Five essential elements for wellbeing * Top-Down and Bottom-Up Theories * The measurement of   Subjective well-being   * Self-Report Measures of Subjective   Well-Being  **Personal Explorations Activity** | 2 | C2 | . Compton, W. C., & Hoffman, E. (2013). *Positive Psychology: The Science of Happiness and Flourishing (2nd ed.)*. |
| 3 | **Optimism and Hope**  •Definitions and types of optimism  • A brief history of optimism.   * Differences and similarities between these constructs. * Benefits of optimism * Defensive pessimism and positive illusions. * The three ‘selves’ in optimism: self-confidence, self-esteem and self-efficacy * Learning optimism . . . learning your ABC’s * Learned Helplessness   What is Hope?   * Hope theory * Characteristics of high hopers * Significance of Hope   **Case scenario** | 2 | C2 | Lopez, S. J., & Snyder, C. R. (Eds.). (2009). *(2nd ed.). OXFORD handbook of positive psychology .Oxford University Press.* |
| 4 | **Flow**   * Definition of Flow * Characteristics of Flow * Contexts and Situations of Flow * Unique Qualities of Flow * Flow and Subjective Well-Being * Peak Performance   **Identify the thing which can distract your flow**. | 2 | C2 | Lopez, S. J., & Snyder, C. R. (Eds.). (2009). *(2nd ed.). OXFORD handbook of positive psychology .Oxford University Press.* |
| 5 | **Gratitude and Science of Forgiveness and spirituality**   * Gratitude as an Emotional Response to Life * Gratitude as Virtue: Insights From Moral Philosophy * Beyond the Self: Interpersonal Consequences of Gratitude * Intervention: Cultivating Gratitude * Grateful in All Circumstances? * Forgiveness * Impact of forgiveness * Developing forgiveness   **Write a gratitude letter.** | 4 | C3 | Lopez, S. J., & Snyder, C. R. (Eds.). (2009). *(2nd ed.). OXFORD handbook of positive psychology .Oxford University Press.* |
| 6 | **Presentations**   1. Wisdom 2. Courage 3. Love and kindness 4. Positive emotions 5. Creativity 6. Motivation 7. Positive psychology at work 8. Compassion 9. Humor   Problem solving | 2 | C2 |  |
| 7 | **Compassion**   * Compassion definition * Types * Core of compassion * Absence of compassion * Components of compassion * Compassion satisfaction * Compassion fatigue   Compassion building | 4 | C3 | Lopez, S. J., & Snyder, C. R. (Eds.). (2009). *(2nd ed.). OXFORD handbook of positive psychology .Oxford University Press.* |
| 8 | Mid term |  |  |  |
| 9 | **Empathy and Altruism**   * What is altruism? * A Basic Question: Is Altruism Part of Human Nature? * Empathic Emotion: A Possible Source of Altruistic Motivation * Practical Implications of the Empathy-Altruism Relationship   **Take a week and do two acts of altruism.** | 2 | C2 | Lopez, S. J., & Snyder, C. R. (Eds.). (2009). *(2nd ed.). OXFORD handbook of positive psychology .Oxford University Press.* |
| 10 | **Resilience and post traumatic growth**   * What are the components of resilience? * Coping styles * Post-traumatic growth facilitators * How does PTG happen? | 4 | C3 | Lopez, S. J., & Snyder, C. R. (Eds.). (2009). *(2nd ed.). OXFORD handbook of positive psychology .Oxford University Press.* |
| 11 | **Character strengths and virtues**  Strengths versus talents   * The Gallup Themes of Talent * Clifton Strengths Finder Themes: * Value in Action Inventory of Strengths * Can my strengths change over time? * Developing strengths   **Do the test**  **https://www.viacharacter.org/survey/account**  **/register** | 3 | C4 | Lopez, S. J., & Snyder, C. R. (Eds.). (2009). *(2nd ed.). OXFORD handbook of positive psychology .Oxford University Press.* |
| 12 | **Positive interpersonal relationship**   * what are inter personal relationships? * why it is necessary to develop a positive interpersonal relationship * how you can develop one?   **Tell about one person with whom you think you have a positive interpersonal relationship.** | 4 | C3 | Lopez, S. J., & Snyder, C. R. (Eds.). (2009). *(2nd ed.). OXFORD handbook of positive psychology .Oxford University Press.* |
| 13 | **Mindfulness**   * what is mindfulness? * components.   How it is related to positive psychology? | 4 | C3 |  |
| 14 | **Positive Psychological Intervention**   * Gratitude Building * Savoring and positive reminiscence * Expressive writing paradigms: optimism and insight * Random acts of kindness   Active CONSTRUCTIVE RESPONDING | 4 | C3 | Lopez, S. J., & Snyder, C. R. (Eds.). (2009). *(2nd ed.). OXFORD handbook of positive psychology .Oxford University Press.* |
| 15 | Revision of course+ feedback and instructions regarding exams |  |  |  |