Course code: CP-406

Course title: Positive Psychology

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| 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) |

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| **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.  |  |  |  |  |  |

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| 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,** |

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| 1. **Assessment Structure and Grading Policy\*:**
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| **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.
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| 1. **Weekly Sessions Plan:**
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|   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 |  |  |  |