

<b>Program</b>	BS (4 Years)	<b>Course Code</b>	APSY-484	<b>Credit Hours</b>	3
<b>Course Title</b>	<b>Positive Psychology</b>				
<b>Course Introduction</b>					
<p>Positive Psychology is the scientific study of the individual characteristics and environments in human flourishing. This course covers the historical development of positive psychology and its applications to the practice of wellness, health, and optimal performance. The students will discover key theories and research in the field of positive psychology as well as opportunities for application. The focus is on self-esteem, relationship building, happiness, and mindfulness. The course offers deeper insight in the current research focused on, but not limited to, pleasure, joy, creativity, self-efficacy, flow and well-being.</p>					
<b>Learning Outcomes</b>					
<p>On the completion of the course, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the value of personal experiences in the past, in the present and for the future contributing to personal satisfaction and happiness.</li> <li>2. Understand the importance of emotional and cognitive states as well as positive interpersonal behavior which could make one's life more meaningful.</li> <li>3. Bring positive changes in one's life by thinking and behaving positively at various levels and situations– schools, work, and communities.</li> <li>4. Identify and use positive emotions and strengths to spark personal growth.</li> </ol>					
<b>Course Contents</b>					
<b>Overview of Positive Psychology</b>					
<b>Introduction</b>					
Positive Psychology in historical context; Dimensions of subjective well-being: Happiness, Life satisfaction; Traits of Happy People					
<b>Classification and measurement of human strengths</b>					
Moving from the classification of Illness to 21 <sup>st</sup> century classification of human strengths The Gallup Themes of Talent; The Values in Action (VIA); The Search Institution's 40 Developmental Assets; Self-report measures of well-being					
<b>Positive Emotional States, Positive Emotions; Positive states and Processes</b>					
Importance of positive emotions; Determinants of well-being, e.g., age, gender, money, work satisfaction, social support, faith, self-esteem, etc.; Positive Emotions and physical health Expanding the Repertoire of Pleasure; Broad and built theory of positive emotions					
<b>Using emotions for coping</b>					
Adaptive Potential of Emotion-Focused Coping; Functions of Emotional Approach Neurobiological Basis of Emotional Responses;					
<b>Emotional Intelligence (EI)</b>					
Importance of EI; Perceiving, understanding and managing emotions EI and positive outcomes; Can EI be taught?					
<b>Positive Cognitive States and Processes</b>					
<b>Self-Efficacy:</b> Self-Efficacy and developmental antecedents, Neurobiology of self-efficacy, Scales: Measuring self-efficacy					

**Optimism:** Neurobiology of optimism and pessimism, Learning optimism (study of Scheier and Craver), Measuring Learned Optimism

**Hope:** Characteristics and childhood antecedents, Neurobiology of hope

**Wisdom:** Implicit and explicit theories of wisdom, Relation between Wisdom and Intelligence

**Courage:** Theories, Physical Courage, Moral Courage, Psychological courage, Vital courage, Learning and measuring courage, Fear and Courage

**Flow:** Flow theory, Dynamics of flow experience, Fostering Flow

**Pro-social Behavior:**

**Religiosity/Spirituality**

Purpose and pathways to Spirituality

Research on Religiosity and Health

**Altruism:** Genetic and Neural Foundations of Empathy, The Empathy-Altruism Hypothesis, Cultivating altruism

**Gratitude:** Gratitude as viewed in Islam, Cultivating gratitude, Measuring gratitude  
The psychophysiological underpinnings of gratitude

**Forgiveness:** The evolutionary and neurological basis of forgiveness, Forgiveness in Islam, Measuring and cultivating forgiveness

**Attachment:** Attachment as an adaptive response, Neurobiology of interpersonal connection, Parent-child attachment, Attachment styles & later adult relationships  
Research on attachment styles, Building a mindful relationship connection

**Positive environments:** Positive parenting, Positives schooling, Good work, Positive communities, Positive ageing

**Textbooks and Reading Material**

**2.1 Books**

- Baumgardner, S. R., & Crother, M. K. (2009). *Positive Psychology*. Pearson Education.
- Corer, L., Keyes, M., & Handit, J. (Eds.), (2002). *Flourishing – Positive psychology and the life*. Washington: APA Publication
- Edi, S. I. D. (2011). *Applied positive psychology*. Taylor and Francis: New York.
- Seligman, M. E. P. (2002). *Authentic happiness*. Free Press.
- Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2010). *Positive psychology: The scientific and practical explorations of human strengths* (2nd ed.). USA: SAGE Publications, Inc.
- Snyder, C.R., & Lopez, S.J.(2007). *Positive psychology*. London: Sage Publications.
- Swinson, J. (2012). *Positive psychology for teachers*. London: Rutledge.

**2.2 Journal Articles/ Reports**

- Chakhssi, F., Kraiss, J. T., Sommers-Spijkerman, M., & Bohlmeijer, E. T. (2018). The effect of positive psychology interventions on well-being and distress in clinical samples with psychiatric or somatic disorders: A systematic review and meta-analysis. *BMC psychiatry*, 18(1), 1-17.
- Cobb, C. L., Branscombe, N. R., Meca, A., Schwartz, S. J., Xie, D., Zea, M. C., ... & Martinez

Jr, C. R. (2019). Toward a positive psychology of immigrants. *Perspectives on Psychological Science*, 14(4), 619-632.

- Dewaele, J. M., Chen, X., Padilla, A. M., & Lake, J. (2019). The flowering of positive psychology in foreign language teaching and acquisition research. *Frontiers in psychology*, 10, 2128.
- Kim, H., Doiron, K., Warren, M., & Donaldson, S. (2018). The international landscape of positive psychology research: A systematic review. *International Journal of Wellbeing*, 8(1).
- Vada, S., Prentice, C., Scott, N., & Hsiao, A. (2020). Positive psychology and tourist well-being: A systematic literature review. *Tourism Management Perspectives*, 33, 100631.

**Note:-** It is preferable to use latest available editions of books.

### Teaching Learning Strategies

1. Lectures/Tutorials
2. Semester work
3. Class participation /Presentation
4. Assignments/Class Projects
5. Quizzes

### Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.