PSYC 9: POSITIVE PSYCHOLOGY

Foothill College Course Outline of Record

<table>
<thead>
<tr>
<th>Heading</th>
<th>Value</th>
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<tbody>
<tr>
<td>Effective Term:</td>
<td>Summer 2023</td>
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<tr>
<td>Units:</td>
<td>4</td>
</tr>
<tr>
<td>Hours:</td>
<td>4 lecture per week (48 total per quarter)</td>
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<tr>
<td>Advisory:</td>
<td>PSYC 1 or 1H, and one of the following: ENGL 1A or 1AH or ESLL 26.</td>
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<tr>
<td>Degree &amp; Credit Status:</td>
<td>Degree-Applicable Credit Course</td>
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<tr>
<td>Foothill GE:</td>
<td>Area IV: Social &amp; Behavioral Sciences</td>
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<tr>
<td>Transferable:</td>
<td>CSU/UC</td>
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<tr>
<td>Grade Type:</td>
<td>Letter Grade (Request for Pass/No Pass)</td>
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<tr>
<td>Repeatability:</td>
<td>Not Repeatable</td>
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Student Learning Outcomes

- Apply positive psychology concepts, theories, and research findings as these relate to everyday life.
- Demonstrate knowledge of the major theories, research, and content areas of positive psychology.
- Identify the strengths and limitations of different research designs used by positive psychologists.

Description

Focuses on the empirical investigations of human potential and the development of strengths. Topics include but are not limited to wisdom, emotional intelligence, mindfulness, happiness and well-being, empathy, compassion, gratitude, forgiveness, courage, and resilience. Emphasis on analyzing theories, research methods, and empirical evidence regarding their relationships to each other and applications to everyday life, such as finding meaning in life and career, work productivity, and positive relationships. Includes application component where students assess their strengths in these areas, learn to develop them, and practice applying them to their own lives.

Course Objectives

The student will be able to:

a. Demonstrate knowledge of major theories and research findings in the field of positive psychology
b. Analyze research methods (including measures, interventions, and research paradigms)
c. Evaluate evidence for the validity, both internal and external, of empirical claims in contemporary positive psychology research
d. Compare the research findings in positive psychology to research in traditional fields of psychology, including neuroscience, cognitive information processing, lifespan development, social psychology, personality theory, and clinical psychology
e. Apply positive psychology theory to situations of daily life
f. Demonstrate proficiency in social science writing and in utilizing APA style
g. Gain a better understanding of self and others in the world
h. Demonstrate critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes
i. Evaluate empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science
j. Assess the basic model and applications of evolutionary psychology and systems theory

Course Content

a. Positive psychology
   i. Positive psychology (e.g., building human strengths, balance in human functioning)
   ii. Eastern and Western cultures, and history of positive psychology
      1. Individualist vs. collectivist cultures
      2. Triandis
      3. Greek philosophy
      4. Eastern philosophy and psychology models of development
      5. Humanistic psychology (Maslow)
      6. Application to everyday life (wisdom skills)
b. Evolutionary psychology
   i. Genetic predispositions vs. genetic determinism
   ii. Adaptations vs. byproducts (why are we the way we are?)
   iii. Models of development in evolutionary psychology
   iv. Evolutionary clinical psychology
c. Emotions
   i. Definitions
   ii. Theories (traditional and contemporary models)
   iii. Research
   iv. A systems theory conceptualization of emotions
   v. Models in psychology (e.g., cognitive-behavioral therapy and mindfulness)
   vi. Cognitive-behavioral therapy
   vii. Acceptance commitment therapy
   viii. Dialectical behavioral therapy
   ix. Practice and applications
d. Emotional intelligence
   i. Theories and models
   ii. Assessments (e.g., self report vs. performance-based)
   iii. Training for emotional intelligence
   iv. Research outcomes in applied settings (e.g., school, workplace performance)
e. Multiple intelligences and creativity
   i. Theories and models (e.g., Gardner, Sternberg)
   ii. Research
   iii. Applications
f. Wisdom
   i. Definitions and models (e.g., lifespan development, Western psychological science)
   ii. Eastern philosophies (e.g., Confucianism, Taoism)
   iii. Research (e.g., Baltes)
   iv. Application
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g. Mindfulness
   i. Theory
   ii. Western models
   iii. Eastern models
      1. Research (e.g., mindfulness in development)
      2. Applications

h. Positive psychology measures/assessments
   i. Areas of assessments
   ii. Research studies using above assessments
   iii. Applications

i. Happiness and life satisfaction
   i. Theories and models (e.g., Seligman)
   ii. Research
   iii. Applications (e.g., money, kindness)

j. Love, relationships, and sexuality
   i. Theories
      1. Western and Eastern cultural differences
   ii. Research (e.g., Gottman, Robins)
   iii. Applications

k. Optimism and resilience
   i. Theories (e.g., Seligman)
   ii. Domains of applications

l. Health, stress, coping
   i. Theories (e.g., medical model, prevention model, systems models)
   ii. Research
   iii. Short and long term effects of stress and anger
   iv. Efficacy of intervention
   v. Efficacy of prevention
   vi. Applications

m. Gratitude
   i. Theories (e.g., Emmons)
   ii. Research (e.g., Keltner)
   iii. Applications

n. Empathy and compassion
   i. Theories
      1. Definitions of empathy and compassion
   ii. Emotion
   iii. Behavior (e.g., evolutionary psychology)
   iv. Research
   v. Implications to emotions
   vi. Impact on helping behaviors
   vii. Applications

o. Humility and awe
   i. Theories and definitions
   ii. Research (e.g., emotions, relationships, workplace)
   iii. Applications

p. Courage
   i. Theory and definitions
   ii. Research
   iii. Applications

q. Flow
   i. Theories (e.g., Csikszentmihalyi)
   ii. Research
   iii. Applications (e.g., school, work, sports)

r. Resilience and hardiness
   i. Theory
   ii. Research
   iii. Applications

s. Forgiveness
   i. Theory
      1. Models of forgiveness
   ii. Research (e.g., Luskin, relationships, natural disasters)
   iii. Applications

t. Altruism and pro-social behavior
   i. Theories and definitions
   ii. Evolutionary psychology
   iii. Social psychology (e.g., protecting, sacrificing)
   iv. Research
   v. Applications (e.g., justice, equality)

u. Positive work
   i. Theory (e.g., workplace performance, career with meaning)
   ii. Research (e.g., emotional intelligence at work)
   iii. Applications

Lab Content
Not applicable.

Special Facilities and/or Equipment
When taught as an online distance learning section, students and faculty need ongoing and continuous internet and email access.

Method(s) of Evaluation
Methods of Evaluation may include but are not limited to the following:

   Quizzes
   Examinations (multiple choice and/or short answer, essay questions)
   Problem-solving exercises
   Paper(s) integrating personal observations/experiences to theories and research findings in positive psychology
   Research project (individual or group)

Method(s) of Instruction
Methods of Instruction may include but are not limited to the following:

   Lecture
   Class discussions
   Active learning exercises
   Group work
   Films

Representative Text(s) and Other Materials

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

a. Past and current journal articles on various topics in the field of positive psychology
b. Application papers: 2-3 pages in APA format, not including abstract, title page, or references

Discipline(s)
Psychology