

Course Title	: Positive Psychology and Positive Living
Course Code	: BEH301
No. of Credits/Term	: 3
Mode of Tuition	: Lecture/Tutorial
Class Contact Hours	: 42 hours (3 hours per week)
Category in Major Programme	: Stream Elective – BSMS, CSIP, minor in Behavioural Science
Prerequisite(s)	: BEH102, BEH103, or BEH201
Co-requisite(s)	: None
Exclusion(s)	: None
Exemption Requirement(s)	: None

Brief Course Description

This course introduces the new development of positive psychology, specifically the applied positive psychology perspective, to enhance personal happiness and resilience, individual health, and productivity of institutions. The course also highlights positive psychology ideas and science, and some spiritual/religious ideas such as from Buddhism in psychological intervention work in different settings.

Aims

1. To provide students with a new focus and development in psychology on the positive aspects of life
2. To equip students with an initial scientific overview of the positive in humankind
3. To investigate what makes life worth living in developing positive emotion, positive character, positive relations, and positive institutions
4. To equip students with a holistic value of health: physical, psychological, and spiritual
5. To gain understanding of human virtues and strengths among individuals
6. To motivate students to show more enthusiasm to life
7. To inculcate students' social and cooperative skills based on tolerance, integrity and civility.

Learning Outcomes

Knowledge:

- K1) To recall and understand the three pillars of positive psychology
- K2) To analyze the concepts and theories of human strengths such as resilience, forgiveness, gratitude, optimism, hope, positive affect, and self-efficacy
- K3) To evaluate empirically documented interventions of human strengths in different settings
- K4) To compare and contrast some philosophical ideas and practices of Spirituality

such as Buddhism and positive psychology in psychological intervention
K5) To generate a product of a diary project based on one human strength

Skills:

- S1) To apply human strengths in solving both personal and social problems in societies
- S2) To apply positive psychology theories in institutions such as psychological capital, work engagement
- S3) To develop positive communication skills with friends, and in family and institutions
- S4) To integrate positive psychology theories with creativity and innovation
- S5) To develop self reflective skill in life in facing crisis in personal, social and work related situations
- S6) To develop mindfulness skill in facing stress

Values:

- V1) To become happier and show more enthusiasm to life
- V2) To be resilient and able to cope with adversity and challenges
- V3) To develop flexible mindset and positive attitudes
- V4) To internalize and show empathy to others
- V5) To become more cooperative based on tolerance, integrity and civility
- V6) To appreciate what make life healthier and more meaningful

Indicative Content

I. Introduction

Historical Development of Positive Psychology and the Applied Positive Psychology Perspective

Three pillars of positive psychology

Psychology and Buddhism

Philosophical Foundations: Character Strengths and Virtues across Cultures

II. Values in Pursuit of Good Lives

What are values?

Healthy Values to Well-being

Meaning & Purpose of Life

Subjective Well-being & Life Satisfaction: The Science of Happiness & Positive Affect

III. Human Strengths in Practice

A Model of Resilience/Resiliency in Western and Chinese Societies

Strengths of Courage: Persistence (Perseverance), Vitality (Zest, Enthusiasm, Vigor, Energy)

Strengths of Humanity: Social Intelligence, Positive Relations, Positive Communication

Strengths of Temperance: Forgiveness

Strengths of Transcendence: Gratitude, Hope (Optimism), Humour

IV. Positive Living & Psychological Interventions in Different Settings

Applying to Mental Health: Positive Psychotherapy, Mindfulness Training

Applying to Workplace: Positive OB, Psychological Capitals, Work Engagement

Applying to Ageing: Positive Ageing

Teaching Method

Lectures combined with tutorials. Students are encouraged to choose topics to conduct diary projects relating to positive living in Chinese societies for presentation during tutorials. Guest speakers will be invited for some lectures. Audio-visual aids such as videos will be supplemented during lectures and tutorials.

Measurement of Learning Outcomes

- Students' recall, understanding, analysis, and evaluation of positive psychology concept and theories can be assessed in term paper, reflective journals, and examination (K1 to K4)
- Students' communication skills can be assessed by their presentations in class and the ways they handle Q & A. (S4)
- Students' analytical thinking can be assessed by doing critics on a chosen journal articles, evaluating the strengths and weaknesses of an empirical study in tutorial presentation (K2 & K3)
- Students' application of positive psychology theories to real-life examples such as tolerance of diversity through the topics they choose in tutorial presentations, reflective journals, diaries, and examination (K5, S1, S2 & V5)
- Students' attitudes to life by showing more love and concern to family members, friends and others in the community by their reflections in reflective journals and diaries (S3, S5, S6, V1 to V6)
- Students' creativity and innovation in their tutorial presentation, reflective journals, and diary projects (K5, S4, S5, S6)

Assessment

Continuous assessment : 50% (tutorial presentation (10%) & participation (5%); one reflective journal – 15%, diary project – 20%)

Examination : 50%

Required Text

Compton, W. C., Introduction to Positive Psychology. Belmont, CA: Wadsworth, 2005.

Supplementary Readings

Books:

Aponte, J. F., and Wohl, J., Psychological Intervention and Cultural Diversity. Boston : Allyn and Bacon, 2000.

Dockett, K. H., Dudley-Grant, G. R., and Bankart, C. P., Psychology and Buddhism: from individual to global community. New York: Kluwer Academic/Plenum Publishers, 2003.

Diener, E., Lucas, R., Schimmack, U., & Helliwell, J. Well-being for Public Policy. New York: Oxford University Press, 2009.

Glantz, M. D., and Johnson, J. L., Resilience and development: positive life adaptations. New York: Kluwer Academic/Plenum Publishers, 2002.

Hanna, S.L., Suggett, R., Radtke, D., and Person to Person, New Jersey: Pearson-Prentice Hall, 2nd Ed., 2008.

Kahneman, D., Diener, E., and Schwartz, N., Well-being: the Foundations of Hedonic Psychology. New York: Russell Sage Foundation, 1999.

Keyes, C. L. M., and Haidt, J. (Eds.), Flourishing: Positive Psychology and the Life Well-lived, Washington, DC: American Psychological Association, 2003

Linley, P. A., and Joseph, S., Positive Psychology in Practice. Hoboken, N.J.: Wiley, 2004.

Luthans, F., Youssef, C.M., and Avolio, B. J., Psychological Capital: Developing the Human Competitive Edge. New York: Oxford University Press, 2007.

Nelson, D.L., and Cooper, C.L., Positive Organizational behavior. London: SAGE Publications Ltd, 2007.

Peterson, C., A Primer in Positive Psychology. New York: Oxford University Press, 2006.

Peterson, C., and Seligman, M., *Character Strengths and Virtues: A Handbook and Classification*. New York: Oxford University Press, 2004.

Seligman, M. E. P., *Learned Optimism: How to change your mind and your life*, New York: Free Press, 1990.

Seligman, M. E. P., *Authentic Happiness*, New York: Free press, 2002.

Snyder, C. R., and Lopez, S. J., (Eds.), *Handbook of Positive Psychology*, New York: Oxford, 2002.

Key Journals:

Journal of Psychology in Chinese Societies, Vol. 8, No.1, The Hong Kong Psychological Society and The Chinese University Press.

The Journal of Positive Psychology, Routledge: Taylor & Francis Group

Journal of Happiness Studies

Articles and Book Chapter

林琳, 時勤, 蕭愛鈴. (2008). 工作投入的研究現狀與展望 (The review of work engagement). **Management Review 管理评论**, 19, (2), 50-57.

Bonanno, G. A. (2004). Loss, trauma, and human resilience: have we underestimated the human capacity to thrive after extremely aversive events? *American Psychologist*, 59, 20-28.

Diener, E. (2000). Subjective well-being: The science of happiness and a proposal for a national index. *American Psychologist*, 55, 34-43.

Luthan, F., Avey, J.B., Clapp-Smith, R., & Li, W. (2008). More evidence on the value of Chinese workers' psychological capital: A potentially unlimited competitive resource? *The International Journal of Human Resource Management*, 19, 818-827.

Luthan, F., & Avolio, B.J. (2009). The "point" of positive organizational behavior. *Journal of Organizational Behavior*, 30, 291-307.

Luthans, F., Avolio, B.J., Walumbwa, F.O., & Li, W. (2005). The psychological capital of Chinese workers: exploring the relationship with performance. *Managerial and Organization Review*, 1, 247-269.

Luthans, F., and Youssef, C.M. (2007). Emerging positive organizational behavior. *Journal of Management*, 33, 321-349.

Seligman, M. E. (2000). Positive psychology: An introduction. *American Psychologist*, 55, 5-14.

Siu, O.L. (2006). Resilience. *Peking U Business Review*, April 2006, 72-74. (in Chinese)

Siu, O.L. (2007). Locus of control. In S. Rogelberg (Ed.), *Encyclopedia of*

Industrial/Organizational Psychology, Vol 1, pp.461-462. CA, Thousand Oaks SAGE publications.

- Siu, O.L., Chow, S.L., Phillips, D.R., & Lin, L. (2006). An Exploratory Study of Resilience Among Hong Kong Employees: Ways to Happiness. In L.S. Ho and Y. K. Ng (Eds.), *Happiness and Public Policy: Theory, Case Studies, and Implications*. Pp. 209-220. Palgrave Macmillan.
- Siu, O.L., Hui, Phillips, D.R., Lin, L., Wong, T.W., & Shi, K. (2009). A study of resiliency among Chinese health care workers: Capacity to cope with workplace stress. *Journal of Research in Personality*, 43, 770-776.
- Siu, O.L., Lu, C.Q., & Spector, P.E. (2007). Employees' well-being in Greater China: The direct and moderating effects of general self-efficacy. *Applied Psychology: An International Review*, 56, 288-301.
- Siu, O. L., Phillips, D. R., & Lin, L. (2007). Exploring Psychological Capital to Face New Challenges of Global Business: Evidence from Chinese employees. In conference proceedings of AIB conference held in Hangzhou, China, 6-8 Dec, 2007.
- Stajkovic, A.D. (2006). Development of a core confidence – Higher order construct. *Journal of Applied Psychology*, 91, 1208-1224.
- Wright, T.A. (2003). Positive organizational behavior: an idea whose time has truly come. *Journal of Organizational Behavior*, 24, 437-442.

Note.

Students shall be aware of the University regulations about dishonest practice in course work and the possible consequences as stipulated in the Regulations Governing University Examinations.

According to Lingann University and Social Sciences Programme policy, plagiarism is "presentation of another person's work without proper acknowledgment of the source". Plagiarism (unattributed copying) will be heavily penalised and may attract a zero mark and disciplinary action.