

SS3724: POSITIVE PSYCHOLOGY

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Positive Psychology

Subject Code

SS - Social and Behavioural Sciences

Course Number

3724

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

SS2023 Basic Psychology I or SS1101 Basic Psychology

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to: Introduce the scientific study of the positive traits, positive experiences, and positive institutions that enable individuals and communities to flourish and attain happiness; Examine various components of positive psychology;

Introduce cultural similarities and differences in the ways that happiness is pursued and experienced; and Demonstrate the application of positive psychological principles to various areas of life, in order to enhance life satisfaction and happiness.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe the terminology, concepts, methods, principles, and theories of positive psychology	50	x	x	
2	Identify major strategies and techniques for the pursuit of happiness	20	x	x	
3	Apply positive psychology theories and strategies to solve problems in everyday life situations, including demonstrating the skills and capacity to enhance their own strengths, positive thinking, and positive emotions when facing life challenges	30	x	x	

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Students will attend lectures which introduce the major concepts, theories, methods, and application of positive psychology (CILO 1-3). The content will either expand upon the textbook by elaborating topics in greater detail or include updated research findings.	1, 2, 3	

2	Independent study	Students will engage in this independent out-of-classroom study to take responsibility for their own learning. Students will work individually and in groups. They can use diverse methods and educational approaches to comprehend the course material, develop their understanding of teaching content (CILO 1), discover their own strengths and resilience, explore and practice the strategies and techniques for happiness enhancement (CILO 2), synthesize connections between their knowledge and experiences, and apply their learning to everyday life (CILO 3).	1, 2, 3	
3	Reflective discussions	Students will engage in active classroom discussions and exercises (CILO 1-3). Individual reflective sharing, small group discussions, and whole class discussions are highly encouraged. Aside from voicing comments, actively paying attention and responding to each other is key. A friendly setting will be provided for students to reflect upon their own experiences, present critical and creative thinking, and interact with the instructor and other students.	1, 2, 3	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Quiz 1	1, 2, 3	20	
2	Quiz 2	1, 2, 3	20	
3	Group activity	1, 2, 3	30	
4	Reading report	1, 2, 3	30	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Quiz 1

Criterion

Conceptual understandingCritical thinking

Excellent (A+, A, A-)

Demonstrates a nuanced and insightful comprehension of the theories/principles. Uses critical thinking skills with a high degree of effectiveness.

Good (B+, B, B-)

Demonstrates accurate comprehension of the theories/principles. Uses critical thinking skills with considerable effectiveness.

Fair (C+, C, C-)

Demonstrates limited knowledge of the theories/principles. Uses critical thinking with moderate effectiveness.

Marginal (D)

Demonstrates superficial knowledge of the theories/principles. Uses critical thinking with mild effectiveness.

Failure (F)

Demonstrates little or no comprehension of the theories/principles. Does not use critical thinking skills.

Assessment Task

2. Quiz 2

Criterion

Conceptual understandingCritical thinking

Excellent (A+, A, A-)

Demonstrates sophisticated comprehension of the theories/principles. Uses critical thinking skills with a high degree of effectiveness.

Good (B+, B, B-)

Demonstrates accurate comprehension of the theories/principles. Uses critical thinking skills with considerable effectiveness.

Fair (C+, C, C-)

Demonstrates limited knowledge of the theories/principles. Uses critical thinking with moderate effectiveness.

Marginal (D)

Demonstrates superficial knowledge of the theories/principles. Uses critical thinking with mild effectiveness.

Failure (F)

Demonstrates little or no comprehension of the theories/principles. Does not use critical thinking skills.

Assessment Task

3. Group activity

Criterion

Preparation

Instructions and explanations

Activities

Creative thinking

Critical thinking

Excellent (A+, A, A-)

Shows excellent preparation for the content. Demonstrates clear instruction and explanations. Designs helpful activities with sufficient amount of evidence to support arguments. Shows excellent creative thinking. Performs insightful critical thinking.

Good (B+, B, B-)

Shows good preparation for the content. Demonstrates generally clear instruction and explanations but a small portion is not clear enough. Designs somewhat helpful activities with considerable amount of evidence to support arguments. Shows good creative thinking. Performs substantial critical thinking.

Fair (C+, C, C-)

Shows adequate preparation for the content. Demonstrates efforts for making clear instruction and explanations but a large portion is not clear enough. Designs somewhat helpful activities with some evidence to support arguments. Shows substantial creative thinking. Performs acceptable critical thinking.

Marginal (D)

Shows minimal preparation for the content. Demonstrates vague instruction and explanations. Designs activities but not helpful with minimal evidence to support the arguments. Shows limited creative thinking. Demonstrates efforts for critical thinking but with inappropriate opinions.

Failure (F)

Does not show efforts to prepare for the content. Demonstrate unclear or confusing instruction and explanations. Does not design activities or present enough evidence to support arguments. Does not show creative thinking. No attempt is made for critical thinking.

Assessment Task

4. Reading report

Criterion

Theories/concepts

Study design/result interpretation

Critical thinking in analysis

Creativity in application

Excellent (A+, A, A-)

Provides a thorough and integrated review of theories/concepts. Describes study design in a well-organized way and provides in-depth and reflective interpretation of the results. Demonstrates excellent skills in critical thinking. Shows creative application to real life issues.

Good (B+, B, B-)

Provides a good review of theories/concepts. Describes study design in an accurate way and provides sufficient interpretation of the results. Demonstrates substantial skills in critical thinking. Shows good application to real life issues.

Fair (C+, C, C-)

Provides basic information to review theories/concepts. Describes study design in an incomplete way and provides partial interpretation of the results. Demonstrates some skills in critical thinking. Shows relevant application to real life issues but with limited depth.

Marginal (D)

Provides insufficient review of theories/concepts. Describes study design with only adequate understanding and interprets the results in a limited way. Demonstrates limited skills in critical thinking. Shows inappropriate application to real life issues.

Failure (F)

Provide incorrect or ambiguous information to review theories/concepts. Describes study design in an inaccurate or incorrect way and copies the text without interpretation. Does not demonstrate critical thinking in analysis. Fails to apply to real life issues.

Part III Other Information

Keyword Syllabus

Happiness, life satisfaction, positive emotions, resilience, culture, personal goals, self-regulation, positive traits, virtues, strengths, close relationships

Reading List

Compulsory Readings

Title	
1	Baumgardner, S. R. & Crothers, M. K. (2010). Positive Psychology. Upper Saddle River, N.J.: Pearson.

Additional Readings

Title	
1	Perterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.
2	Reivich, K. & Shatte, A. (2002). The Resilience Factor. New York: Broadway Books.