

CPSY 380 Positive Psychology and Health
Santa Clara University
Shauna L. Shapiro, Ph.D.

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Office Hours: Monday 3:00-4:00pm, Tuesday 11:30-12:30. WALK IN: 4-5pm Mondays. I am also available by appointment if needed outside office hours; you can reach me at (650) 387-2892..

COURSE DESCRIPTION

Psychology in the last half-century has developed a rich body of knowledge about mental illness such as depression, anxiety, and other maladaptive mental states. Although humanistic and transpersonal psychologists (among others) have addressed humans strengths, such as self-actualization and spirituality, “positive” aspects of human psychology have not, until recently, been studied using empirical methods. This course will provide an introduction to “Positive Psychology” the empirical study of what leads humans to develop and flourish. This course introduces theory, research and applications, exploring the implications of positive psychology for our understanding of health and illness. The seminar is designed to foster creative thinking about concepts and methods of positive psychology. The intention of this course is to help evolve a deeper and more systemic understanding of positive psychological health. We will explore how a variety of components including biology, emotions, personality, lifestyle, culture and environment continually interact in a dynamic process creating health. The course is designed to encourage you to think critically about what it means to be healthy, and to reflect on your own personal experiences related to health.

COURSE OBJECTIVES:

- Students can explain key elements, concepts, and techniques associated with major theories of positive psychology.
- Expand and re-define definitions of psychology and health.
- Develop skills and learn interventions from the new field of positive psychology.
- Experience and reflect on positive psychological interventions.
- Understand how to critically read and integrate the extant research in positive psychology into knowledge base and future clinical practice.
- Formulate a personal theory of positive health.

Readings

Course Text:

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

Kornfield, J. (2008). *Lovingkindness Peace and Forgiveness*. Bantam.

CPSY 380 Course Reader: Selected current scholarly articles on Positive Psychology and Health.

Recommended Readings:

Wierzbicka, A. (2004) Happiness in cross linguistic and cross-cultural perspective.
Daedalus.

Kahneman, D., Diener, E., & Schwartz, N. (Eds.). (1999). Well-being: The foundations of hedonic psychology. New York: Russell Sage Foundation

Abbe, A.; Tkach, C., & Lyubormirsky, S. (2003). The Art of Living by Dispositionally Happy People. *Journal of Happiness Studies*, 4, p385, 20.

Keyes, C. L. M., & Haidt, J. (Eds.). (2003). *Flourishing: Positive psychology and the life well lived*. Washington DC: American Psychological Association.

C.R. Snyder & S.J. Lopez (Eds.). (2001). *Handbook of Positive Psychology*. New York: Oxford University Press.

Ryff, Carol D. (1998). Human Health: New Directions for the Next Millennium.
Psychological Inquiry: An International Journal of Peer Commentary and Review, 69-85.

Haidt, J. (2006). Chapter 8. The felicity of virtue. In *The happiness hypothesis: Finding Modern Truth in Ancient Wisdom*. New York, NY: Basic Books.

Schwartz, B. (2004). Chapter One. Let's go shopping. In *The paradox of choice: Why more is less* (pp. 9-22). New York: HarperCollins.

Emmons, R. A., & McCullough, M. E. (2003). Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. *Journal of Personality and Social Psychology*, 84, 377-389.

EVALUATION

Experiential Student presentation (24)

My pedagogy is one of student-centered active learning and I use a universal learning design. To facilitate this I include small group student presentations as part of the course. The class will be divided into small groups of 3-4. Each group will delve deeper into a specialized topic in Positive Psychology, and report back to the larger class as well as lead fellow students in an experiential exercise. The purpose is to creatively involve the class, helping a specific topic become alive for the class. Each group will be guided by the professor toward readings and ways of presenting. **Each individual will receive the same grade for the Group Presentation. Please closely read the attached presentation instructions.**

Weekly Reflection Papers. (16)

Students will write weekly reflection pieces, reflecting on the reading material as well as on personal issues brought to light by the material. The weekly reflection piece will be 1 page double spaced. As journals will include personal material, they will not be graded, but simply recorded as complete or incomplete. **No credit will be given for late assignments.** I encourage you to share as deeply as you feel comfortable. However, please note that I will NOT follow up on any of the reflections in attempt to give you privacy to share without feeling that you will have to discuss further. If you want to talk to me about something personal, please make an appointment to meet with me in person.

****At the end of each reflection piece please include three thoughtful questions for discussion about the readings from the two required texts and workbook. I will be collecting these questions at the beginning of class and using them to facilitate discussion of the text.***

Each reflection

Final paper (60)

Select an area or concept of Positive Psychology and research the topic. This paper needs to be between 8-10 pages and is to utilize at least five (5) references other than the textbooks used in class. The references may be books, professional journal articles or book chapters. **APA style is to be used.** References may be obtained from the internet as long as they are professional sources and are cited appropriately according to APA Style. It is SCU policy that all papers and exams are returned only in student supplied self-addressed stamped envelopes, so please include this with your final paper.

(See <http://owl.english.purdue.edu/owl/resource/560/01/> for APA format instructions)

EVALUATION: (Total points = 100)

Student Presentation: 24

Reflection Papers: 16

Final Paper: 60

A = 95-100

A- = 90-94

B+ = 87-89

B = 84-86

B- = 80-83

C+ = 77-79

C = 73-76

C- = 70-72

D+ = 67-69

D = 60-66

F = less than 60

Class Participation and Attendance. More than one absence will result in lowering by half a grade. If the first class is missed, except for extenuating circumstances as determined by the Professor, students will not be admitted to the course and will have to withdraw if they are already enrolled.

Class Schedule: Class will meet on Monday Holidays unless otherwise noted. Class will meet during FINALS week unless otherwise noted.

IMPORTANT NOTE

The aim of this course is to get each student to think critically about the exciting and extraordinary issues of positive psychology and

health. However, there is a lot of basic material to ingest to prepare you for discussing the issues. A large part of this class will reside in class discussion and group learning and thus it is crucial to do all of the reading assignments so that you can actively participate. Completion and comprehension of the reading as well as class participation are weighted heavily in the grading of this course. Lastly, please feel free to approach me with suggestions, comments, and questions at any time. I want this class to be an enjoyable learning experience for all of us.

DISABILITY ACCOMMODATION POLICY:

To request academic accommodations for a disability, students must contact Disability Resources located in The Drahmman Center in Benson, room 214, (408) 554-4111; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources prior to receiving accommodations.

Self-Disclosure/Self-Reflection:

The professional training philosophy of the Counseling Psychology Department is predicated on the notion that an effective counselor must be a whole person. Indeed, in the practice of counseling, it is the person of the counselor that is a major component of healing. As a counselor-in-training, then, self-reflection is a necessary and required part of the training that helps one better understand and empathize with his/her future clients' experience.

Such reflection is a significant component of one's personal and professional development as an effective and sensitive instrument of change. Thus, it is customary that in the CPSY Masters Program's classes at SCU, students are regularly assigned work that involves self-disclosure and personal study of the content of that self-disclosure. Students are expected to reflect on their past and present personal experiences in courses and program related activities, in oral and/ or in written assignments.

We respect students' rights to confidentiality, and do not require that any particular or specific information be disclosed. Moreover, we do not evaluate students' progress in the program based on the disclosure of any specific information (except as mandated by ethical codes or law).

It is our experience that this philosophy and related formats in our classes provides a rich and superlative educational experience, involving more aspects of student experience

than do standard lectures or written material which does not include the person of the therapist in training.

CPSY380 Positive Psychology and Health Reading List

Class 1: WHAT IS POSITIVE PSYCHOLOGY?

Text: Chapter 1

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

Gable, S. L., & Haidt, J. (2005). What (and why) is positive psychology? *Review of General Psychology*, 9, 103-110.

- **VIA Questionnaire**

Class 2: MEDITATION AND POSITIVE PSYCHOLOGY

Text: Chapters 2 and 3

Shapiro, Shauna L., Schwartz, Gary E.R., Santerre, Craig (2002). Chapter 46: Meditation and Positive Psychology. *Handbook of Positive Psychology*, 632-645.

- ***Practice meditation 10 minutes a day for this week.***

Class 3: POSITIVE EMOTIONS and FLOW

Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*, 131, 803-855.

Fredrickson, B. L., Cohn, M. A., Coffey, K. A., Pek, J., & Finkel, S. M. (2008). Open hearts build lives: Positive emotions, induced through loving-kindness meditation, build consequential personal resources. *Journal of Personality and Social Psychology*, 95, 1045-1062. [iii.]

student presentation FLOW

Class 4: HAPPINESS and Gratitude

Text: Chapter 5, 6

Diener, E., Lucas, R., and Napa, C. (2006). Beyond the Hedonic Treadmill. *American Psychologist*, 61(4), 305-314.

Lyubomirsky, S (2001). Why are Some People Happier than Others? *American Psychologist*, 56, 239-249.

- *Gratitude Student Presentation*
- *Write a letter of appreciation or gratitude to someone who has contributed importantly to your well-being, but whom you have never properly thanked.
You can either deliver it in person, or mail it and follow up with a phone call.*

Class 5: Positive Psychology and Dance/Art Therapy

Text: Chapters 7, 8

Text: Read the Forgiveness Section of Kornfield.

- *Student Presentation Forgiveness*
- *Practice Forgiveness Exercises this week*

Class 6: SENSE OF CONTROL and Positive Relationships

Shapiro, D.H., Astin, J., & Schwartz, C.E. (1996). Controlling Ourselves, Controlling Our World. *American Psychologist*, 51, 1213-1230.

Reis, H. T., & Gable, S. L. (2003). Toward a positive psychology of relationships. In C. L. M. Keyes & J. Haidt (Eds.), *Flourishing: Positive Psychology and the Life Well-Lived*, 129-159.

- *Student Presentation Positive Relationships*
- *Practice letting go of controll/accepting (positive yielding) a situation once this week and write about what you noticed.*

Chapter 7: Inspiration Campaign

Student Presentation

Text: Read Lovingkindness and Peace Sections of Kornfield text.

Class 8: SOCIAL SUPPORT, CONNECTION, SPIRITUALITY AND HEALTH. Student presentation Awe/Inspiration (e.g. Jon Haidt)

Text, Chapter 9, 10, 11

- *Student Presentation Awe*

Walsh, Roger (1999). Chapter 1: Unveiling the Sacred, Chapter 2: Discovering the Seven Practices. *Essential Spirituality: The 7 Central Practice to Awaken Heart and Mind*, 1-14.

Haidt, J. (2003). *Elevation and the Positive Psychology of Morality in Flourishing: Positive Psychology and the Life Well-Lived*. (Eds. Corey, L.M., Keyes and Haidt, J.). Washington D.C.: American Psychological Association.

- ***Practice the Loving kindness Exercise 10 minutes a day this week.***

Class 9: COMPASSION and EMPATHY, Student presentation on Altruism/Generosity/Helping Behavior

Begley, S. (2007). Transforming the emotional mind: challenging the happiness “set point”. In *Train Your Mind Change Your Brain: How a New Science Reveals Our Extraordinary Potential to Transform Ourselves* (pp. 212-242). New York, NY: Ballantine.

Goleman, D. (2003). Encouraging compassion. In *Destructive Emotions: How Can We Overcome Them? A Scientific Dialogue With the Dalai Lama* (pp. 280-301). Westminister, MD: Bantam.

Stepien, K. A., & Baernstein, A. (2006). Educating for Empathy. *Journal of General Internal Medicine*, 21, 524-530.

- ***Student Presentation Altruism***
- ***Practice cultivating empathy and compassion each day***

Class 10: REFLECTIONS AND FUTURE DIRECTIONS

Text: Chapter 12

Seligman, M. E. P., Steen, T. A., Park, N., & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. *American Psychologist*, 60, 410-421.

Linley, A. C., Joseph, S., Harrington, S., & Wood, A. M. (2006). Positive psychology:

Past, present, and (possible) future. *Journal of Positive Psychology*, 1, 3-16.

Final Paper Due

My pedagogy is one of student-centered active learning and I use a universal learning design. To facilitate this I include small group student presentations as part of the course. The class will be divided into small groups of 3-4. Each group will delve deeper into a specialized topic in Positive Psychology, and report back to the larger class as well as lead fellow students in an experiential exercise. Each group will be guided by the professor toward readings and ways of presenting. Additionally, the professor may help to draw out key points, or connect topics back to relevant issues if needed.

The goal of your presentation is to help make your topic come alive for yourself and the class. You will have 45 minutes to make your presentation, and then 15 minutes for questions and class dialogue. The presentation will be in groups of 3-4 students. Each group will meet with the Professor to discuss preparation of the presentation. This will give us a chance to touch base about your ideas and how to divide up the work. In addition, I required that you email me the three Research Articles you plan to present, so that I can review them and make sure they are appropriate. The presentation should make use of reading material other than the assigned readings, and must include at least five additional sources, two of which are included in an Annotate Bibliography for the class (the SCU Library has a wonderful handout on Annotated Bibliography). Please make sure references are not self-help books or articles from the popular press; they should be *professional* books or articles.

Each presentation should contain the following:

I. Power point is a helpful way to organize your presentation. Please use PPT unless you receive explicit permission from the professor to use an alternative means of presentation.

II. Content: In developing the presentation, consider the major points you want to make and how they can be applied clinically. Content should include the following as appropriate:

- What you see as key elements, concepts, and techniques associated with the topic
- Highlight THREE Interesting Research articles about the topic
- Questions you have and Directions for future research and clinical applications

III. Experiential Exercise: *It is very important to get the class involved and to give an experiential taste of the theory you are presenting.* Means of presenting that you may want to use include:

- role play
- experiential exercise
- small group exercises
- guest expert (to be pre-approved by Professor)

IV. Video: Please include a video as part of your presentation to give a taste of what the positive psychology topic looks like in vivo. If no video is available please email me to come up with another creative visual aid.

V. Clinical Application: Presentation should incorporate a thoughtful in class discussion of how to put the topic into practice. Because Positive Psychology is a relatively young field, many of the topics have not yet been integrated into clinical practice. If this is the case for your topic, please discuss potential applications. The Professor will be actively involved in this process.

VI. Class Discussion: It is important to leave some time for class discussion and questions. Be prepared to answer questions that the class may have. Also, you might consider coming up with some discussion questions, just in case the class doesn't have questions of their own. You should expect me to participate actively in this discussion, attempting to maximize effective learning by class members. However, you are primarily responsible for leading this discussion and answering questions.

VII. Handouts (double-sided!!!) to be distributed at the time of presentation should include:

- 1-page "cheat sheet" summarizing the major learning points and experiential exercise.
- Presentation outline
- Bibliography plus Annotated Bibliography of two important sources
- Any other creative handouts

Suggestions:

- Involve the class as much as possible, creating interest and inspiration around this topic of special interest to you.
- Make sure you do a run-through of your presentation so that you can make necessary adjustments in order to fill the time slot.
- Contact Media Services to order any equipment you will need (TV, VCR, etc.): phone number is (408) 554-4520.
- I suggest you begin to prepare your presentation early. Please feel free to meet with or email me while preparing for your presentation.

Term Paper

This course focuses on Positive Psychology, exploring theory, research and clinical applications. The intention of this paper is for you to delve more deeply into the research, theory and applications of a specific topic in Positive Psychology.

Your paper will include five sections: (1) Introduction and Background, (2) Definition, Theory, Key Concepts of Topic, (3) Review of Seminal

Research, (4) Clinical Applications, (5) Future Directions.

For example, your topic may be Compassion. Your paper would involve (1) Introduction and Background, (2) Definition, Key Concepts and Theory regarding Compassion and Health,

(3) Review of key research on Compassion, (4) Clinical Applications regarding the incorporation of compassion practices for both therapist and clients, and (5) Directions for future research, e.g. Where are the gaps in the literature? What are exciting directions for further research and clinical exploration?

The paper will be 8 pages, double spaced, 1” margins, and Times New Roman font. You will cite at least five additional resources besides those read in class. Please follow APA Style (<http://owl.english.purdue.edu/owl/resource/560/01/>). Also, it will be important to include academic references throughout the paper and to include a bibliography at the end of the paper. The paper will be due the last week of class. If you would like the paper returned most rapidly, include an envelope with enough postage for your paper. If you do not provide an envelope your paper will be shredded.

Grading Rubric for Term Paper

CRITERIA	EXEMPLARY	GOOD	ACCEPTABLE	REWRITE REQUIRED	SCORE
Purpose and Focus (10 pts)	The writer has made insightful and mature decisions about focus, organization, style, and content to communicate clearly and effectively. The purpose and focus of the writing are clear to the reader and the organization and content are well chosen, sophisticated, and/	The writer has made good decisions about focus, organization, style, and content to communicate clearly and effectively. The purpose and focus of the writing are clear to the reader and the organization and content achieve the purpose as well.	The writer’s decisions about focus, organization, style, and/or content sometimes interfere with clear, effective communication. The purpose of the writing is not fully achieved.	The writer’s decisions about focus, organization, style, and/or content interfere with communication. The purpose of the writing is not achieved.	

	or persuasive.				
Content and Theory (10 pts)	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic.	Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic.	Information supports a central purpose or argument at times. Analysis is basic or general.	Central purpose or argument is not clearly identified. Analysis is vague or not evident.	
Clinical Application (10 pts)	Student provides a sophisticated, concise description of the Positive Psychology interventions and how they can be applied clinically.	Student provides a satisfactory description of the Positive Psychology interventions and how they can be applied clinically.	Student provides a minimal description of the Positive Psychology interventions and how they can be applied clinically.	Student does not provide a description of the Positive Psychology interventions and how they can be applied clinically.	
Future Directions (10 pts)	Student provides a reflective, creative and well-developed presentation of possible future directions for research and clinical applications of the Positive Psychology topic.	Student provides a satisfactory presentation of possible future directions for research and clinical applications of the Positive Psychology topic.	Student provides a minimal presentation of possible future directions for research and clinical applications of the Positive Psychology topic.	Student does not provide a presentation of possible future directions for research and clinical applications of the Positive Psychology topic.	
Tone (10 pts)	The tone is consistently professional and appropriate for an academic research	The tone is generally professional. For the most part, it is appropriate for an academic research	The tone is not consistently professional or appropriate for an academic research	The tone lacks sufficient professionalism. It is not appropriate for an academic	

	paper.	paper.	paper.	research paper.	
Quality and Use of References (4 pts)	Compelling evidence from professionally legitimate sources is given to support claims. Attribution is clear and fairly represented. References are primarily peer-reviewed professional journals or other approved sources (e.g., government documents, etc.). The reader is confident that the information and ideas can be trusted.	Professionally legitimate sources that support claims are generally present and attribution is, for the most part, clear and fairly represented. Although most of the references are professionally legitimate, a few are questionable (e.g., trade books, internet sources, popular magazines). The reader is uncertain of the reliability of some of the sources.	Although attributions are occasionally given, many statements seem unsubstantiated. The reader is confused about the source of information and ideas. Most of the references are from sources that are not peer-reviewed and have uncertain reliability. The reader doubts the accuracy of much of the material presented.	References are seldom cited to support statements. There are virtually no sources that are professionally reliable. The reader seriously doubts the value of the material and stops reading.	
Use of Most Recent Edition of the APA Style Manual (4 pts)	APA format is used accurately and consistently in the paper and on the "Works Cited" page.	APA format is used with minor errors.	There are frequent errors in APA format.	Format of the document is not recognizable as APA.	

Grading Rubric for Presentation

CRITERIA	EXEMPLARY	GOOD	ACCEPTABLE	REWRITE REQUIRED	SCORE
Content and Theory (4 pts)	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic.	Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic.	Information supports a central purpose or argument at times. Analysis is basic or general.	Central purpose or argument is not clearly identified. Analysis is vague or not evident.	
Clinical Application (4 pts)	Student provides a sophisticated, concise description of the Positive Psychology interventions and how they can be applied clinically.	Student provides a satisfactory description of the Positive Psychology interventions and how they can be applied clinically.	Student provides a minimal description of the Positive Psychology interventions and how they can be applied clinically.	Student does not provide a description of the Positive Psychology interventions and how they can be applied clinically.	
Future Directions (4 pts)	Student provides a reflective, creative and well-developed presentation of possible future directions for research and clinical applications of the Positive Psychology topic.	Student provides a satisfactory presentation of possible future directions for research and clinical applications of the Positive Psychology topic.	Student provides a minimal presentation of possible future directions for research and clinical applications of the Positive Psychology topic.	Student does not provide a presentation of possible future directions for research and clinical applications of the Positive Psychology topic.	
	Compelling evidence from professionally legitimate sources is given to support	Professionally legitimate sources that support claims are generally	Although attributions are occasionally given, many statements seem		

<p>Quality and Use of References (4 pts)</p>	<p>given to support claims. Attribution is clear and fairly represented. References are primarily peer-reviewed professional journals or other approved sources (e.g., government documents, etc.). The reader is confident that the information and ideas can be trusted.</p>	<p>present and attribution is, for the most part, clear and fairly represented. Although most of the references are professionally legitimate, a few are questionable (e.g., trade books, internet sources, popular magazines). The reader is uncertain of the reliability of some of the sources.</p>	<p>unsubstantiated. The reader is confused about the source of information and ideas. Most of the references are from sources that are not peer-reviewed and have uncertain reliability. The reader doubts the accuracy of much of the material presented.</p>	<p>References are seldom cited to support statements. There are virtually no sources that are professionally reliable. The reader seriously doubts the value of the material and stops reading.</p>	
<p>Feel of Presentation & Quality of PowerPoint(4 pts)</p>	<p>The PPT is compelling. The presentation is vibrant and sustains audience interest throughout.</p>	<p>The PPT is generally engaging, but has some dry spots. In general, it is focused and keeps the audience's attention.</p>	<p>The PPT is unengaging. Though presentation has some interesting parts, the audience finds it difficult to maintain interest.</p>	<p>The PTT and presentation have little personality. The audience quickly loses interest.</p>	
<p>Coherence and Organization (4 pts)</p>	<p>Thesis is clearly stated and developed; specific examples are appropriate and clearly develop thesis; conclusion is clear; shows control; flows</p>	<p>Most information presented in logical sequence; generally very well organized but better transitions from idea to idea</p>	<p>Concept and ideas are loosely connected; lacks clear transitions; flow and organization are</p>	<p>Presentation is choppy and disjointed; does not flow; development of thesis is vague; no apparent logical</p>	

together well;
good transitions;
succinct but not
choppy; well
organized

and medium to
medium needed

choppy

order of present