

## Tamkang University Academic Year 102, 2nd Semester Course Syllabus

Course Title	POSITIVE PSYCHOLOGY	Instructor	HUNG-YEN ANGELA SUNG
Course Class	TDCXM2A MASTER'S PROGRAM, GRADUATE INSTITUTE OF EDUCATIONAL PSYCHOLOGY AND COUNSELING, 2A	Details	<ul style="list-style-type: none"> <li>◆ Selective</li> <li>◆ One Semester</li> <li>◆ 2 Credits</li> </ul>
<b>Departmental Aim of Education</b>			
<p>I. To foster prospective practitioners with disciplines of Educational Psychology and Counseling Psychology.</p> <p>II. To train students with disciplines and research specialization.</p> <p>III. To nourish students' disciplines in interacting with settings of various levels of schools and other related agencies.</p> <p>IV. To enhance students' competitiveness via incorporating studies of Educational Psychology and Counseling Psychology.</p> <p>V. To integrate theory and practice in diversifying the horizons for students.</p> <p>VI. To well-prepare students with competence in their certifying by the public agencies.</p>			
<b>Departmental core competences</b>			
<p>A. Well-equipped with disciplines of Educational Psychology and Counseling Psychology.</p> <p>B. Competent for conducting research on the fields of Educational Psychology and Counseling Psychology.</p> <p>C. Competent for acting as a specialist in Educational Psychology and Counseling Psychology.</p> <p>D. Well-specialized in ethics of Educational Psychology and Counseling Psychology.</p>			
<b>Course Introduction</b>	<p>The main intention of this course is derived from the discussion of happiness from the perspective of positive psychology. The significant role of positive emotions in positive psychology will be highlighted in relation to multiple dimensions of well-being. Then the topics of current research and practice will be presented according to the need of learners from a counseling training background. In order to apply the principles and method of positive psychology to counseling, the learners will be asked to complete a project to incorporate the knowledge with counseling practice.</p>		

## The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I. Objective Levels (select applicable ones) :

- (i) Cognitive Domain : C1-Remembering, C2-Understanding, C3-Applying,  
C4-Analyzing, C5-Evaluating, C6-Creating
- (ii) Psychomotor Domain : P1-Imitation, P2-Mechanism, P3-Independent Operation,  
P4-Linked Operation, P5-Automation, P6-Origination
- (iii) Affective Domain : A1-Receiving, A2-Responding, A3-Valuing,  
A4-Organizing, A5-Characterizing, A6-Implementing

II. The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A, AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	The learners will be expected to be able to conduct a project.	C4	B
2	The learners will be expected to be able to perform coaching skills.	P3	C
3	The learners will be expected to be able to apply the principles of positive psychology to counseling.	A6	D

### Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	The learners will be expected to be able to conduct a project.	Discussion, Problem solving, Seminar	Report, Participation
2	The learners will be expected to be able to perform coaching skills.	Problem solving, Role-play	Acting out
3	The learners will be expected to be able to apply the principles of positive psychology to counseling.	Problem solving	Written test, Report

This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◇ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◇ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◇ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◇ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◇ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◇ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

#### Course Schedule

Week	Date	Subject/Topics	Note
1	103/02/17 ~ 103/02/23	An introduction to positive psychology	
2	103/02/24 ~ 103/03/02	Happiness and well-being	
3	103/03/03 ~ 103/03/09	The role of positive emotion in positive psychology	
4	103/03/10 ~ 103/03/16	The broaden-and-build theory of positive emotions	
5	103/03/17 ~ 103/03/23	Positivity	
6	103/03/24 ~ 103/03/30	Music and positive emotions	
7	103/03/31 ~ 103/04/06	Resilience	
8	103/04/07 ~ 103/04/13	Gender and happiness	
9	103/04/14 ~ 103/04/20	Marriage and happiness	
10	103/04/21 ~ 103/04/27	Midterm Exam Week	Proposal due
11	103/04/28 ~ 103/05/04	Personal goals and well-being	
12	103/05/05 ~ 103/05/11	Culture and well-being	

13	103/05/12 ~ 103/05/18	Gross national happiness	Oral presentation
14	103/05/19 ~ 103/05/25	Positive traits and human virtues	Oral presentation
15	103/05/26 ~ 103/06/01	Religion and spirituality	Oral presentation
16	103/06/02 ~ 103/06/08	Coaching and mentoring	Oral presentation
17	103/06/09 ~ 103/06/15	Conclusion	
18	103/06/16 ~ 103/06/22	Final Exam Week	Project due
Requirement			
Teaching Facility	Computer		
Textbook(s)	Baumgardner, S. R., & Crothers, M. K. (2009). Positive Psychology. NJ: Prentice Hall. Fredrickson, B. L. (2009). Positivity. NY: Three Rivers Press.		
Reference(s)	Angner, E. (2010). Subjective well-being. The Journal of Socio-Economics, 39, 361-368. Busch, S. L., Gick, M. (2012). A quantitative study of choral singing and psychological well-being. Canadian Journal of Music Therapy, 18 (1), 45-61. Carruthers, C., & Hood, C. D. (2005). Research update: The power of positive psychology. Parks & Recreation, 40, 30-36. Cha, K. (2003). Subjective well-being among college students. Social indicators Research, 62/63, 455-477. Chang, W. C. (2011). Identity, gender, and subjective well-being. Review of Social Economy, 69, 97-121. Diener, E. (1984). Subjective well-being. Psychological Bulletin, 95, 542-575 Fredrickson, B. L. (2001). Cultivating positive emotions to optimize health and well-being. Prevention & Treatment, 3, posted March 7, 2000. Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. American Psychologist, 56, 218-226.		
Number of Assignment(s)	3 (Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 30.0 %   ◆ Mark of Usual :   %   ◆ Midterm Exam : 15.0 % ◆ Final Exam : 25.0 % ◆ Other < Assignment > : 30.0 %		
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a> . <b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b>		