

Tamkang University Academic Year 112, 2nd Semester Course Syllabus

Course Title	GRADUATE SEMINARIN IN POSITIVE PSYCHOLOGY	Instructor	CHEN, YU-HUA
Course Class	TDCXM1A MASTER'S PROGRAM, GRADUATE INSTITUTE OF EDUCATIONAL PSYCHOLOGY AND COUNSELING, 1A	Details	<ul style="list-style-type: none"> ◆ General Course ◆ Selective ◆ One Semester
Relevance to SDGs	SDG3 Good health and well-being for people SDG4 Quality education		
Departmental Aim of Education			
I. To foster prospective practitioners with disciplines of Educational Psychology and Counseling Psychology. II. To train students with disciplines and research specialization. III. To nourish students' disciplines in interacting with settings of various levels of schools and other related agencies. IV. To enhance students' competitiveness via incorporating studies of Educational Psychology and Counseling Psychology. V. To integrate theory and practice in diversifying the horizons for students. VI. To well-prepare students with competence in their certifying by the public agencies.			
Subject Departmental core competences			
A. Well-equipped with disciplines of Educational Psychology and Counseling Psychology. (ratio:30.00) B. Competent for conducting research on the fields of Educational Psychology and Counseling Psychology.(ratio:30.00) C. Competent for acting as a specialist in Educational Psychology and Counseling Psychology. (ratio:20.00) D. Well-specialized in ethics of Educational Psychology and Counseling Psychology. (ratio:20.00)			
Subject Schoolwide essential virtues			
1. A global perspective. (ratio:20.00) 2. Information literacy. (ratio:10.00) 3. A vision for the future. (ratio:5.00) 4. Moral integrity. (ratio:10.00)			

5. Independent thinking. (ratio:10.00)
6. A cheerful attitude and healthy lifestyle. (ratio:20.00)
7. A spirit of teamwork and dedication. (ratio:20.00)
8. A sense of aesthetic appreciation. (ratio:5.00)

Course
Introduction

Positive psychology is the scientific study of positive traits, emotions, and organizations, aiming to enhance well-being and prevent pathologies (Seligman & Csikszentmihalyi, 2000). This course explores theories, research, and applications from emotional, cognitive, interpersonal, and biological approaches. It seeks to improve individuals' quality of life and prevent illness, fostering self-understanding, utilizing strengths, and enhancing emotions. The goal is to ignite students' passion for positive psychology.

The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.

Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.

- I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.
- II.Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.
- III.Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.

No.	Teaching Objectives	objective methods
1	Become familiar with the core theories and topics relevant to Positive Psychology research and intervention.	Cognitive
2	Summarize, discuss, and critically analyze scientific journal articles in the field of Positive Psychology.	Cognitive
3	Experience first-hand exercises developed to enhance well-being in the field of Positive Psychology.	Affective
4	Understand the scientific roots of these exercises.	Psychomotor
5	Skillfully reflect upon and discuss your experiences with these exercises.	Psychomotor

The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment

1	AB	1235	Lecture, Discussion, Experience	Study Assignments, Discussion(including classroom and online), Practicum, Report(including oral and written), Activity Participation
2	AB	12345678	Lecture, Discussion, Practicum, Experience	Discussion(including classroom and online), Practicum, Report(including oral and written), Activity Participation
3	CD	3468	Lecture, Discussion, Practicum, Experience	Testing, Study Assignments, Discussion(including classroom and online), Practicum, Report(including oral and written), Activity Participation
4	CD	345678	Lecture, Discussion, Practicum, Experience	Study Assignments, Discussion(including classroom and online), Practicum, Report(including oral and written), Activity Participation
5	CD	34678	Lecture, Discussion, Practicum, Experience	Study Assignments, Discussion(including classroom and online), Practicum, Report(including oral and written), Activity Participation

Course Schedule

Week	Date	Course Contents	Note
1	113/02/19 ~ 113/02/25	Introduction to Class	
2	113/02/26 ~ 113/03/03	No class	
3	113/03/04 ~ 113/03/10	Introduction & Theoretical Foundations I	
4	113/03/11 ~ 113/03/17	Introduction & Theoretical Foundations II	
5	113/03/18 ~ 113/03/24	Session 1: Positive Introduction & Gratitude Journal	
6	113/03/25 ~ 113/03/31	Session 2: Flow & Character Strengths	
7	113/04/01 ~ 113/04/07	No class-Spring Break	
8	113/04/08 ~ 113/04/14	Session 3: Forgiveness	

9	113/04/15 ~ 113/04/21	Session 4: Gratitude	
10	113/04/22 ~ 113/04/28	Session 5: Hope	
11	113/04/29 ~ 113/05/05	Session 6: Optimism	
12	113/05/06 ~ 113/05/12	Session 7: Posttraumatic Growth & Resilience	
13	113/05/13 ~ 113/05/19	Session 8: Slowness & Savoring	
14	113/05/20 ~ 113/05/26	Session 9: Mindfulness	
15	113/05/27 ~ 113/06/02	Session 10: Positive Relationship	
16	113/06/03 ~ 113/06/09	Session 11: Positive Communication	
17	113/06/10 ~ 113/06/16	Session 12: Meaning & Purpose	
18	113/06/17 ~ 113/06/23	Self-directed Learning & Revised paper due	
Key capabilities			
Interdisciplinary			
Distinctive teaching			
Course Content		Sustainability issue	
Requirement			
Textbooks and Teaching Materials		Self-made teaching materials:Textbooks Name of teaching materials: Rashid, T., & Seligman, M. P. (2018). Positive psychotherapy: Clinician manual. New York: Oxford University Press.	

References	<p>Snyder, C. R., Lopez, S. J., Edwards, L. M., & Marques, S. C. (2021) (Eds.). The Oxford handbook of positive psychology (3rd ed.). New York, NY: Oxford University Press.</p> <p>Green, S., & Palmer, S. (Eds.) (2018). Positive psychology coaching in practice.</p> <p>Cheavens, J. S., & Feldman, D. B. (2022). The science and application of positive psychology. New York, NY: Cambridge University Press.</p> <p>Schulenberg, S. (Ed.) (2020). Positive psychological approaches to disaster: Meaning, resilience, and posttraumatic growth</p> <p>Joseph, S. (Ed.) (2015). Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life</p> <p>Proctor, C. (2017). Positive psychology interventions in practice. Cham: Springer International Publishing.</p> <p>Boniwell, D. I. (2016). Positive psychology: A toolkit for happiness, purpose, and well-being. North Road, London: Bridget Grenville-Cleave.</p>
Grading Policy	<p>◆ Attendance : 40.0 % ◆ Mark of Usual : % ◆ Midterm Exam : 30.0 %</p> <p>◆ Final Exam : %</p> <p>◆ Other (Final Project) : 30.0 %</p>
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php.</p> <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>