

# SS4220: POSITIVE PSYCHOLOGY FOR HELPING PROFESSIONALS

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## Effective Term

Semester A 2022/23

## Part I Course Overview

### Course Title

Positive Psychology for Helping Professionals

### Subject Code

SS - Social and Behavioural Sciences

### Course Number

4220

### 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

Nil

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course will familiarize students with the basic concepts of positive psychology. Common themes of the discipline will be covered, such as subjective well-being, happiness, resilience, humour, dispositional optimism, and creativity and curiosity. As a result, students will learn to appreciate and foster positive emotions and traits for the benefit of developing mind flourishing at individual and institutional levels.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	To describe the fundamental assumptions for positive psychology.	10	x	x	
2	To describe the various constructs/concepts for positive emotional states.	30	x	x	
3	To describe the various constructs/concepts for positive emotional traits.	30	x	x	
4	To describe the various constructs/concepts for positive emotional institutions.	20	x	x	
5	To apply relevant concepts & principles of positive psychology to working with clients and families in Hong Kong.	10	x	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.

### Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Lectures will introduce the key concepts, theories, and issues about positive psychology and their applications in Chinesesociety.	1, 2, 3, 4, 5 3 hr/wk

2	Demonstration	Demonstration via video tapes, VCD, CD-Rom will be given to illustrate the key points delivered in class. Emphasis will be placed on sharing or reflecting on personal experiences of developing/using positive psychology for the Chinese.	1, 2, 3, 4, 5	1/2 hr/wk
3	Class Discussion	Classroom discussions will be organized around the topics covered in lectures/demonstration.	1, 2, 3, 4, 5	1/2 hr/wk
4	Student Presentation	Student presentations will be required of students to explore chosen topics of positive psychology in Chinese society.	5	3hr/wk for 3 weeks

**Assessment Tasks / Activities (ATs)**

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	AT1: Term Paper: A free-title 2000-2500 word term paper is required of students to critically discuss and evaluate a given issue/topic of positive psychology in Hong Kong/Chinese society.	1, 2, 3, 4, 5	50
2	AT2: Student Presentation: One student presentation is required of students to explore and evaluate a given issue/topic of positive psychology in Hong Kong/Chinese society.	1, 2, 3, 4, 5	40
3	AT3: Participation in Discussion: Attendance and quality of participation is required of students in terms of contribution to collaborative learning in classroom discussions and group presentations.	1, 2, 3, 4, 5	10

**Continuous Assessment (%)**

**Examination (%)**

0

**Assessment Rubrics (AR)**

**Assessment Task**

1. Term Paper

**Criterion**

Capacity for self-directed learning to understand the major concepts of learned materials

**Excellent (A+, A, A-)**

strong

**Good (B+, B, B-)**

sufficient

**Fair (C+, C, C-)**

moderate

**Marginal (D)**

basic

**Failure (F)**

poor

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**Assessment Task**

2. Student Presentation

**Criterion**

Ability to explain in details andwith accuracy major concepts of learned materials

**Excellent (A+, A, A-)**

strong

**Good (B+, B, B-)**

Sufficient

**Fair (C+, C, C-)**

moderate

**Marginal (D)**

basic

**Failure (F)**

poor

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**Assessment Task**

3. Participation in Discussion

**Criterion**

Active attendance and participation of class activities

**Excellent (A+, A, A-)**

Strong

**Good (B+, B, B-)**

sufficient

**Fair (C+, C, C-)**

moderate

**Marginal (D)**

basic

**Failure (F)**

poor

## Part III Other Information

### Keyword Syllabus

Positive Psychology has three central concerns: positive emotions, positive individual traits, and positive institutions. Understanding positive emotions entails the study of contentment with the past, happiness in the present, and hope for the future. Understanding positive individual traits consists of the study of the strengths and virtues, such as the capacity for love and work, courage, compassion, resilience, creativity, humour, subjective well-being, self integrity, self-knowledge, moderation, self-control, and wisdom. Understanding positive institutions entails the study of the strengths that foster better communities, such as justice, responsibility, civility, parenting, nurturance, social work, leadership, teamwork, purpose, and tolerance.

Some essential topics include:

- Families and schools that allow children to flourish mentally.
- Workplaces that foster satisfaction and high productivity.
- Communities that encourage civic engagement.
- Resilience and effective coping.
- Humour and wisdom.
- Subjective well-being.
- Dispositional optimism.
- Creativity and curiosity.
- Therapists who identify and nurture their clients' strengths.
- The teaching of Positive Psychology.
- Dissemination of Positive Psychology interventions in organizations and Communities.

### Reading List

#### Compulsory Readings

	Title
1	Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. Harper Collins Publishers.

#### Additional Readings

	Title
1	Argyle, M. (2001). The psychology of happiness. Routledge.
2	Csikszentmihalyi, M. (1990). Flow: The psychology of optimal experience. HarperCollins Publishers.
3	Duckworth, S., & Seligman, M. E. P. (2005). Positive psychology in clinical practice.
4	Gilbert, D. (2006). Stumbling on happiness. Knopf.
5	Haidt, J. (2005). The happiness hypothesis. Basic Books.

6	Kahneman, D., Diener, E., & Schwarz, N. (2003). Well-being: The foundations of hedonic psychology. Russell Sage Foundation Publications.
7	McMahon, D. M. (2006). Happiness: A history. Atlantic Monthly Press.
8	Peterson, C., & Seligman, M. (2004). Character strengths and virtues: A handbook and classification. Oxford University Press.
9	Seligman, M. (2002). Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment. Free Press.
10	Seligman, Parks, & Steen. (2004). A balanced psychology and a full life.
11	Seligman, Rashid, & Parks. (2006). Positive psychotherapy.
12	Seligman, Steen, Park, & Peterson. (2005). Positive psychology progress: Empirical validation of interventions.
13	Snyder, C. R., & Lopez, S. J. (2001). Handbook of positive psychology. Oxford University Press.
14	岳曉東 (2006)。登天的感覺。上海人民出版社。
15	岳曉東 (2006)。少年我心。上海人民出版社。
16	岳曉東 (2007)。心理面面觀。上海人民出版社。
17	岳曉東 (2007)。通向心靈旺盛。高等教育出版社。