

Monographic seminar IID - Positive Psychology - course description

General information	
Course name	Monographic seminar IID - Positive Psychology
Course ID	14.4--PSChM-SMPoPs2d-S21
Faculty	Faculty of Social Sciences
Field of study	Psychology
Education profile	academic
Level of studies	Long-cycle studies leading to MS degree
Beginning semester	winter term 2019/2020

Course information	
Semester	8
ECTS credits to win	2
Available in specialities	Psychologia edukacyjna i wychowawcza, Psychologia kliniczna, Psychologia pracy, organizacji i zarządzania, Psychologia zdrowia seksualnego
Course type	optional
Teaching language	english
Author of syllabus	<ul style="list-style-type: none">dr Łukasz Nikel

Classes forms					
The class form	Hours per semester (full-time)	Hours per week (full-time)	Hours per semester (part-time)	Hours per week (part-time)	Form of assignment
Seminar	15	1	-	-	Credit with grade

Aim of the course

The main objective of this course is to familiarize students with the positive psychology and acquire knowledge and ability to conduct research on the character strengths and positive psychological resources.

Prerequisites

Knowledge of the methodology of psychological research and the basics of statistics.

Scope

The principles of positive psychology, the role of mental well-being, correlates of happiness, measurement of mental well-being and happiness, the role of character strengths in an individual's lifespan, measurement of character strenghts.

Teaching methods

Research project, discussion, group work.

Learning outcomes and methods of theirs verification

Outcome description	Outcome symbols	Methods of verification	The class form
The student understands individual differences in the strengths of character.	<ul style="list-style-type: none">K_W07	<ul style="list-style-type: none">a projecta written assignmentactivity during the classes	<ul style="list-style-type: none">Seminar
The student has self-awareness in the strengths of character.	<ul style="list-style-type: none">K_K02	<ul style="list-style-type: none">a projecta written assignmentactivity during the classes	<ul style="list-style-type: none">Seminar
Knows and understands the role of cognitive and emotional processes in human well-being.	<ul style="list-style-type: none">K_W06	<ul style="list-style-type: none">a projecta written assignmentactivity during the classes	<ul style="list-style-type: none">Seminar
The student is able to identifying in practice the strengths of character.	<ul style="list-style-type: none">K_U02	<ul style="list-style-type: none">a projecta written assignmentactivity during the classes	<ul style="list-style-type: none">Seminar
The student knows the concepts of positive psychology.	<ul style="list-style-type: none">K_W01	<ul style="list-style-type: none">a projecta written assignmentactivity during the classes	<ul style="list-style-type: none">Seminar

Assignment conditions

The condition to obtain a pass is the fulfilment of the following: completed research project, active participation in the course.

Recommended reading

Gable, S. L., & Haidt, J. (2005). What (and why) is positive psychology?. Review of general psychology, 9(2), 103-110.

Seligman, M. E., & Csikszentmihalyi, M. (2014). Positive psychology: An introduction. In Flow and the foundations of positive psychology (pp. 279-298). Springer, Dordrecht.

Kern, M. L., Waters, L. E., Adler, A., & White, M. A. (2015). A multidimensional approach to measuring well-being in students: Application of the PERMA framework. The journal of positive psychology, 10(3), 262-271.

Stafford, M., Kuh, D. L., Gale, C. R., Mishra, G., & Richards, M. (2016). Parent–child relationships and offspring’s positive mental wellbeing from adolescence to early older age. The journal of positive psychology, 11(3), 326-337.

Krumrei-Mancuso, E. J., Haggard, M. C., LaBouff, J. P., & Rowatt, W. C. (2020). Links between intellectual humility and acquiring knowledge. The Journal of Positive Psychology, 15(2), 155-170.

White, M. A., & Waters, L. E. (2015). A case study of ‘The Good School’: Examples of the use of Peterson’s strengths-based approach with students. The Journal of Positive Psychology, 10(1), 69-76.

Further reading

Current bibliography during the course.

Notes

Modified by dr inż. Anna Góralewska-Słońska (last modification: 08-05-2021 07:47)

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