



**Certificate in Whole Person
Positive Psychology
2014 Course Design
London**

There is a scientific field of study that focuses on optimal human functioning—providing skills that cultivate happiness and better living. It's called positive psychology.

In contrast with traditional psychology that focuses on pathology—alleviating neuroses, anxiety, and depression—Positive Psychology focuses on individual and societal flourishing, on nurturing happiness, strengths, self-esteem, and optimism.

Certificate in Whole Person Positive Psychology (CiPP)

The Certificate in Whole Person Positive Psychology provides an introduction to the core concepts and fundamental principles of Positive Psychology, including its philosophical approach and its practical applications.

Through interactive online modules and webinars, personal and group coaching, as well as two residential intensives, the certificate program contributes to the well-being and success of the participant, and provides tools to help others fulfill their potential.

Throughout the 12-month program, participants explore the research and practice that make up the foundation of Positive Psychology. They engage in the processes and practices of Positive Psychology and learn how to

- Develop self-efficacy and grounded optimism
- Discover a higher purpose and set concrete goals in relation to that purpose
- Make the most of the mind-body connection to enhance physical and mental health
- Enhance positive emotions and navigate painful ones
- Cultivate healthy personal and professional relationships while learning the art and science of coaching and teaching
- Explore how Positive Psychology contributes to the art and science of leadership
- Bring lasting change to individuals and organizations

Hours

This certificate program includes 138 contact hours comprising two residential intensives, regular online pre-recorded lectures, and a final project. The course also includes 147 hours of non-contact hours—regular peer group sessions, live Q&A sessions with faculty, and self-directed study, homework and reading assignments, as well as development of a personal home practice to reinforce learning. Total contact and content hours are estimated to take six hours per week to complete.

Prerequisites: Associates degree or comparable life experience.

Learning Objectives

Following their studies, participants are able to

- Understand the fundamental ideas of Positive Psychology and how these ideas can radically change the way we relate to ourselves and others
- Increase the "positivity ratio" as a means toward higher levels of creativity, motivation, health, and overall success in individuals, groups, and organizations

Learning Objectives (con't)

- Use a variety of scientifically proven techniques from within the Positive Psychology toolbox that can lead to lasting change rather than a temporary high
- Practice the art and science of effective communication—how to present ideas with authenticity to individuals and groups
- Bring out the best in oneself and others by employing a strengths-based approach to leadership
- Coach individuals and groups in the art and science of optimizing human functioning, leading to healthier and happier work and home environments
- Understand the key drivers of healthy and happy interpersonal relationships, and learn how to apply this understanding to one's own and others' relationships
- Practice and teach a variety of mind-body techniques that help enhance physical and mental health
- Learn to systematically progress through the evidence-based coaching process towards the realization of one's own and others' life goals and objectives.

Who Should Take This Course

This program is specifically for, but not limited to, social workers, psychologists, coaches, Allied health professionals, yoga teachers, school teachers, and managers.

The program is suitable for those interested in

- Introducing Positive Psychology into organizations, from schools to businesses
- Improving their leadership and parenting capabilities
- Realizing more of their own and others' potential for well-being and success
- Facilitating workshops and conducting lectures in the field of Positive Psychology
- Becoming a better life coach and learning about life coaching (**note:** this program does not offer life-coaching certification)

Required Components

Two residential, 5-day immersions

Eight online modules, including a final project

To complete and pass this certificate program, participants must

- Not miss more than two sessions during each 5-day residential immersion without consent of program faculty
- Participate in no less than 85 percent of the contact hours
- Complete the final project
- Complete a course evaluation.

Student Evaluation Process

All modules are graded pass/fail. Requirements include watching the video lectures and submitting the response papers.

Program Dates

Module 1 (online) Introduction to Positive Psychology	Six weeks	June 30–August 8, 2014
Module 2 Onsite Residential Immersion	Five days	August 10–15, 2014
Break	One week	August 18–August 23, 2014
Module 3 (online) What Is Happiness?	Six weeks	August 25–October 3, 2014
Module 4 (online) Realizing Dreams	Six weeks	October 6–November 15, 2014
Module 5 (online) Change	Six weeks	November 17–December 27, 2014
Break	Two weeks	December 29–January 16, 2015
Module 6 (online) Mind-Body Connection	Six weeks	January 19–February 27, 2015
Module 7 (online) Relationships	Six weeks	March 2,–April 10, 2015
Break	One week	April 13 – 17, 2015
Module 8 (online) Coaching	Six weeks	April 20–May 29, 2015
Break	One week	June 1 - 5, 2015
Module 9 (online) Choice and Co-creating Our Reality (includes final project)	Six weeks	June 8–July 17, 2015
Break	Two weeks	July 20-31, 2015
Module 10 Onsite Residential Immersion	Five days	August 2-7, 2015

Module Design

Each module includes approximately six hours of online pre-recorded video lectures; two live, hour-long Q&A sessions; and 2.5 hours of peer-coaching groups. Participants can also expect approximately 9.5 hours of homework during each module. Cultivating a personal practice begins in Module 3 which accounts for five hours each in Modules 3–9.

For each online module, requirements include watching the video lectures, reading assigned material, participating in small group work, and completing a reflection paper that shows understanding as well as application of the content. Just as the name implies, the reflection paper is a chance for the students to reflect upon the presented material. Students will be given guidance at the end of each class for specific instructions about the reflection paper. Using a journal-style approach, students will write a short essay (approximately 500 words) about how the content material relates to their life. The reflection papers are designed to take the material from the academic and into the individual experience. Reflection papers are submitted online in the forum area within the virtual classroom to be shared in the small coaching groups.

Residential Immersion Design

The immersions are held at Ashridge, located 30 minutes north of London. The weekly learning schedule has a total of 40 hours, including class time, yoga and movement, and healthy, locally-sourced nutritious meals. Specific components of the immersion include experiential exercises, journaling, discussion of material, and first-hand practice in teaching, coaching, and presenting Positive Psychology precepts. Peer study groups are formed at the first immersion, about halfway through the week. The purpose of the study group is to help you learn, to apply what you have learned, and for support, accountability, and feedback.

Reading List

The CIPP reading consists of books and academic articles that directly support the video lectures. They are recommended (not required) for developing an in-depth understanding of positive psychology as well as a basis for supporting the student's final project.

We expect students to be well read in the material that most calls to them. Some resources may be more fully explored than others. The student is given freedom within the recommended readings to delve into those that best suit personal and professional interests.

Course books can be purchased online. Most articles will be hyperlinked directly from the virtual classroom. Those that have copyright restrictions can be purchased online via a link provided in the classroom. We anticipate that students will spend \$200–\$250 on reading materials.

Module 1: Introduction to Positive Psychology

- Seligman, M. E. P. *Flourish: A Visionary New Understanding of Happiness and Well-being*. New York: Free Press, 1987. Print.
- Seligman, M. E. P., Parks, A. C. A., & Steen, T. A. "Balanced Psychology and a Full Life." *The Royal Society* (2004): 1379–1381. Web. 24 Jan. 2012.
- Seligman, M. E. P. & Csikszentmihalyi, M. "Positive Psychology: An Introduction." *American Psychologist* 55 (2000). 5–14. Print.
- Ben-Shahar, T. D. *Being Happy: You Don't Have to Be Perfect to Lead a Richer, Happier Life*. New York: McGraw-Hill, 2010. Print.
- Emmons, R. A., & McCullough, M. E. "Counting Blessings Versus Burdens: An Experimental Investigation of Gratitude and Subjective Well-being in Daily Life." *Journal of Personality & Social Psychology* 84.2 (2003): 377–389. Print.
- Lyubomirsky, S., King, L. & Diener, E. "The Benefits of Frequent Positive Affect: Does Happiness Lead to Success?" *Psychological Bulletin* 131.6 (2005): 803–855. Print.
- Schwartz, T. & McCarthy, K. Manage Your Energy, Not Your Time. *Harvard Business Review* Oct. 2007. Print
- Gable, S. L. & Haidt, J. "What (and Why) Is Positive Psychology?" *Review of General Psychology* 9.2 (2005): 103–110. Print.

Module 2: Onsite Residential Immersion (no readings)

Module 3: What Is Happiness?

- Ben-Shahar, T. D. *Happier: Learn the Secrets to Daily Joy and Lasting Fulfillment*. New York: McGraw-Hill, 2007. Print.
- Csikszentmihalyi, M. "If We Are So Rich, Why Aren't We Happy?" *American Psychologist* 54.10 (1999): 821–827. Print.

Module 4: Realizing Dreams

- Bandura, A. "Self-efficacy." *Encyclopedia of Human Behavior* Ed. V. S. Ramachandran. New York: Academic Press. 4 (1994): 71–81. Print.
- Ben-Shahar, T. D. *Being Happy: You Don't Have to be Perfect to Lead a Richer, Happier Life*. New York: McGraw-Hill, 2010. Print.

- Clifton, D. O. & Harter, J. K. Investing in Strengths. Ed. A. K. S. Cameron, B. J. E. Dutton & C. R. E. Quinn *Positive Organizational Scholarship: Foundations of a New Discipline* (2003): 111–121. Print.
- Kawakami, K., Dovidio, J. F. & Dijksterhuis, A. “Effect of Social Category Priming on Personal Attitudes.” *Psychological Science* 14 (2003): 315–319. Print.
- Sheldon, K. M. & Kasser, T. “Goals, Congruence, and Positive Well-Being: New Empirical Support for Humanistic Theories.” *Journal of Humanistic Psychology* 41 (2001): 30–50. Print.

Module 5: Change

- Cook, J. “Principles of Treatment.” http://www.psycserv.com/CBT_principles.htm. Aegis Psychological Services Inc. (1998) Web. 08 Feb. 2012.
- Burton, C. M. & King, L. A. “Effects of (Very) Brief Writing on Health: The Two-Minute Miracle.” *British Journal of Health Psychology* 13 (2008): 9–14. Print.
- Doidge, N. *The Brain That Changes Itself: Stories of Personal Triumph from the Frontiers of Brain Science*. New York: Penguin Books, 2007. Print.
- Lyubomirsky, S., Sheldon, K. M. & Schkade, D. “Pursuing Happiness: The Architecture of Sustainable Change.” *Review of General Psychology* 9.2 (2005): 111–131. Print.
- Petrocelli, J. V. “Process and Stages of Change: Counseling with the Transtheoretical Model of Change.” *Journal of Counseling and Development* 80 (2002): 22–30. Print.

Module 6: The Mind-Body Connection

- Ackerman, J. “How to Nap. What You Need to Know to Achieve the Perfect Siesta” *The Boston Globe*. 15 Jun 2008; C.10. Print.
- Kabat-Zinn, J. *Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness*. New York: Dell Pub. Group, 1991. Print
- Servan-Schreiber, D. *The Instinct to Heal: Curing Depression, Anxiety and Stress Without Drugs and Without Talk Therapy*. Emmaus, Pa: Rodale Distributed to the Book trade by St. Martin’s Press, 2004. Print.
- Mednick, S., Nakayama, K. & Stickgold, R. “Sleep-Dependent Learning: A Nap Is as Good as a Night.” *Nature Neuroscience*, 6 (2003): 697–698. Web. 25 Jan. 2012.
- Shaw, J. “The Deadliest Sin: From Survival of the Fittest to Staying Fit Just to Survive.” *Harvard Magazine*, Mar.–Apr. 2004. Print.
- Wolff, Alexander. (2011) “Sports Saves the World.” In Sports Illustrated, Online. (2012, May 09).

Module 7: Relationships

- Gable, S. L., Reis, H. T., Impett, E. A. & Asher, E. R. “Will You Be There for Me When Things Go Right? Supportive Responses to Positive Event Disclosures.” *Journal of Personality and Social Psychology* 87 (2006): 228–245. Print.
- Gottman, J. M. & Gottman, J. S. *Ten Lessons to Transform Your Marriage: America’s Love Lab Experts Share Their Strategies for Strengthening Your Relationship*. New York: Three Rivers Press, 2007. Print.
- Kernis, M. H. “Toward a Conceptualization of Optimal Self-Esteem.” *Psychological Inquiry*, 14 (2003): 1–26. Print.
- Schnarch, D. *Intimacy & Desire: Awaken the Passion in Your Relationship*. New York, N.Y: Beaufort Books, 2011. Print.

Module 8: Positive Psychology Coaching

Biswas-Diener, R. *Practicing Positive Psychology Coaching: Assessment, Activities and Strategies for Success*. Hoboken, NJ: Wiley, 2010. Print.

Dierolf, K., Meier, D. & Szabo, P. *Coaching Plain & Simple: Solution-Focused Brief Coaching Essentials*. New York: W. W. Norton & Co, 2009. Print.

Fleeson, William. "Moving Personality Beyond the Person-Situation Debate. The Challenge and the Opportunity of Within-Person Variability." *Current Directions in Psychological Science* 13.2, 2004: 83-87. Print.

Hauser, Laura. "Evidence-based Coaching: A Case Study." *OD Practitioner* 41.1, 2009: 8-13. Print.

Kluger, A. N. & Nir, D. The Feedforward Interview. *Human Resource Management Review*, 2010: 235-246.

Rogers, C. R. "Becoming a Person: Some Hypotheses Regarding the Facilitation of Personal Growth." University of Texas, Hogg Foundation for Mental Hygiene, 1956. Print.

Rogers, C. R. & Farson R. E. "Active Listening: Communicating in Business Today." Ed. R.G. Newman, M.A. Danzinger, M. Cohen D.C. Heath & Company, 1987. Print.

Module 9: Choice and Co-Creating Our Reality

Ben-Shahar, T. D. *Choose the Life You Want: 101 Ways to Create Your Own Road to Happiness* New York: Experiment Publishing, 2012. Print.

Schwartz, B. "The Tyranny of Choice." *Scientific American*, 17 Nov. 2004: 69–75. Print.

Wiseman, R. "The Luck Factor." *The Skeptical Inquirer* May–Jun. 2003: 1–5. Print.

Module 10: Onsite Residential Immersion, no readings

Module Syllabus

Module 1: Introduction to Positive Psychology

This module introduces the emerging field of Positive Psychology—the scientific study of optimal human functioning. Students are exposed to the theoretical and practical implications of a positive focus; the positivity ratio; dealing with painful emotions through acceptance, gratitude and appreciation; and attaining lasting change.

Objectives and Outcomes

- Understand the fundamental ideas of Positive Psychology—and how changing our mindset can change the way we relate to ourselves and others
- Increase the "positivity ratio" as a means toward higher levels of creativity, motivation, health, and overall success—in individuals, groups, and organizations
- Understand the role of acceptance—of one's own and others' emotions—for leading a full and fulfilling life
- Recognize the importance of regularly expressing gratitude and maintaining a positive focus by being a "benefit finder"
- Learn about the roles of rituals and habits in bringing about lasting change.

Reading Resources

- Seligman, M. E. P., Parks, A. C. A., & Steen, T. A. "Balanced Psychology and a Full Life." *The Royal Society* (2004): 1379–1381. Web. 24 Jan. 2012.
- Seligman, M. E. P. *Flourish: A Visionary New Understanding of Happiness and Well-being*. New York: Free Press, 2011. 1–62 Print.
- Ben-Shahar, T. D. *Being Happy: You Don't Have to Be Perfect to Lead a Richer, Happier Life*. New York: McGraw-Hill, 2010. 37–68. Print.
- Emmons, R. A., & McCullough, M. E. "Counting Blessings Versus Burdens: An Experimental Investigation of Gratitude and Subjective Well-being in Daily Life." *Journal of Personality & Social Psychology* 84.2 (2003): 377–389. Print.
- Lyubomirsky, S., King, L. & Diener, E. "The Benefits of Frequent Positive Affect: Does Happiness Lead to Success?" *Psychological Bulletin* 131.6 (2005): 803–855. Print.
- Schwartz, T. & McCarthy, K. *Manage Your Energy, Not Your Time*. Harvard Business Review Oct. 2007. Print.
- Gable, S. L. & Haidt, J. "What (and Why) Is Positive Psychology?" *Review of General Psychology* 9.2 (2005): 103–110. Print.
- Seligman, M. E. P. & Csikszentmihalyi, M. "Positive Psychology: An Introduction." *American Psychologist* 55 (2000). 5–14. Print.

Class 1: Introduction

This class introduces Positive Psychology and its relationship to the rest of the field of psychology. It illustrates the importance of positive questions and how these can change the way we research, intervene in organizations, and experience ourselves and our relationships. Class assignments include a reflection paper and the following reading:

- Seligman, M. E. P., Parks, A. C. A., & Steen, T. A. "Balanced Psychology and a Full Life." *The Royal Society* (2004): 1379–1381. Web. 24 Jan. 2012.
- Seligman, M. E. P. *Flourish: A Visionary New Understanding of Happiness and Well-being*. New York: Free Press, 2011. Print. Preface, Chapter 1-3.
- Gable, S. L. & Haidt, J. "What (and Why) Is Positive Psychology?" *Review of General Psychology* 9.2 (2005): 103–110. Print.
- Seligman, M. E. P. & Csikszentmihalyi, M. "Positive Psychology: An Introduction." *American Psychologist* 55 (2000). 5–14. Print.

Class 2: Positive Transformation

The class explores recent research on the causal relationship between success and happiness, and then addresses how increasing the positivity ratio can lead to a tipping point that radically transforms the way we think, feel, and act. Class assignments include a reflection paper and the following reading:

- Lyubomirsky, S., King, L. & Diener, E. "The Benefits of Frequent Positive Affect: Does Happiness Lead to Success?" *Psychological Bulletin* 131.6 (2005): 803–855. Print.

Class 3: Permission to Be Human

This class introduces the idea of active acceptance, showing its implications for parenting, leadership, morality, and overall well-being. Accepting our emotions—painful and pleasurable—is the foundation of a healthy and happy life. Class assignments include a reflection paper and excerpts from the following book:

- Ben-Shahar, T. D. *Being Happy: You Don't Have to Be Perfect to Lead a Richer, Happier Life*. New York: McGraw-Hill, 2010. Print. Preface, Introduction, Chapter 2.

Class 4: Appreciating Appreciation

In this class, students are exposed to studies on gratitude and benefit-finding. Research on the psychological and physiological benefits of a positive focus is explored. Class assignment includes a reflection paper and the following reading:

- Emmons, R. A., & McCullough, M. E. "Counting Blessings Versus Burdens: An Experimental Investigation of Gratitude and Subjective Well-being in Daily Life." *Journal of Personality & Social Psychology* 84.2 (2003): 377–389. Print.
- Ben-Shahar, T. D. *Being Happy: You Don't Have to Be Perfect to Lead a Richer, Happier Life*. New York: McGraw-Hill, 2010. Print. Chapter 3-4.

Class 5: Change that Lasts

Most individual and organizational change-efforts fail. Drawing on research on habits and rituals, this class looks at how a person and an organization can introduce change that lasts. Class assignments include a reflection paper and the following reading:

Schwartz, T. & McCarthy, K. Manage Your Energy, Not Your Time. *Harvard Business Review* Oct. 2007. Print

Module 2: Onsite Residential Immersion

This module moves the class from an online experience to a community of support, setting the stage for the group work to come. Peer groups of six are created during this time, and students leave with a plan of action for instituting positive habits through the 30-day challenge and a group-determined structure for the peer communications.

Objectives and Outcomes

- Learn about the history of positive psychology
- Discover one's ideal self by identifying one's core values
- Learn about and practice effective listening
- Understand the antecedents of resilience
- Experience as well as gain a rudimentary understanding of Yogaspire and Let Your Yoga Dance®
- Become acquainted with the basic idea behind systems thinking and understand its relevance for a full and fulfilling life
- Understand the essence of effective leadership—knowing oneself and being oneself
- Gain experience using tools for self awareness and self development, including sentence completion, meditation, and journaling
- Explore the idea of reminders and how these are necessary for the cultivation of habits of thought and behavior

Module 3: What Is Happiness?

This module begins by defining happiness as the overall experience of meaning and pleasure. Students are then introduced to the theory and practice of leading a happy life, one that combines positive emotions and a sense of purpose. Topics covered include finding flow, identifying our purpose, dealing with stress and procrastination, and the happiness revolution.

Objectives and Outcomes

- Understand the nature of a happy life, distinguishing it from the life of the rat-racer, the hedonist, and the resigned individual
- Learn how to increase the likelihood of *flow* in one's life—the state of peak performance and peak experience
- Go through a four-stage process of identifying and realizing one's purpose

- Discover how to overcome some of the most significant barriers to happiness by effectively dealing with stress and procrastination
- Recognize how a change in perception can bring about a quiet revolution that will lead to an abundance of the ultimate currency—happiness

Reading Resources

Ben-Shahar, T. D. *Happier: Learn the Secrets to Daily Joy and Lasting Fulfillment*. New York: McGraw-Hill, 2007. Print.

Csikszentmihalyi, M. "If We Are So Rich, Why Aren't We Happy?" *American Psychologist* 54.10 (1999): 821–827. Print.

Class 1: Defining Happiness

This class introduces the definition of happiness as the overall experience of meaning and pleasure. Four archetypes are described—the rat-racer, hedonist, resigned, and happy—each capturing a different approach to, and experience of, life. Class assignments include a reflection paper and excerpts from the following book:

Ben-Shahar, T. D. *Happier: Learn the Secrets to Daily Joy and Lasting Fulfillment*. New York: McGraw-Hill, 2007. Print. Chapters 1-4. .

Class 2: Flow

Flow describes the state in which we're fully engaged in an activity, losing track of time and place. The class explores how we can increase the likelihood of entering the flow state—by setting compelling goals and challenging ourselves—and as a result enjoy peak experience and peak performance. Class assignments include a reflection paper and excerpts from the following book:

Ben-Shahar, T. D. *Happier: Learn the Secrets to Daily Joy and Lasting Fulfillment*. New York: McGraw-Hill, 2007. Print. Chapters 6-8.

Class 3: Meaning and Purpose

We're living in an age of nihilism—and we're paying the price for this lack of meaning in our lives. This class takes us through the four stages of finding and realizing our purpose—stages that mirror the process of Appreciative Inquiry. Class assignments include a reflection paper and excerpts from the following book:

Ben-Shahar, T. D. *Happier: Learn the Secrets to Daily Joy and Lasting Fulfillment*. New York: McGraw-Hill, 2007. Print. Chapters 4-5.

Class 4: Stress and Procrastination

Stress and procrastination are two of the most significant barriers to a happy life. This class provides useful techniques for reducing procrastination (such as the "five-minute takeoff") and for dealing with stress (introducing regular recovery periods). In the long term, applying these techniques can help a person become happier and more successful. Class assignments include a reflection paper and excerpts from the following book:

Ben-Shahar, T. D. *Happier: Learn the Secrets to Daily Joy and Lasting Fulfillment*. New York: McGraw-Hill, 2007. Print. Chapters 10, 13, 14.

Class 5: The Happiness Revolution

The shift from material perception (seeing money or goods as the highest value) to happiness perception (seeing happiness as the highest on the hierarchy of values) leads to a radically different approach to life. This class looks at the implications of the shift in perception for our personal relationships and international relationships, for our system of education and our business organizations. Class assignments include a reflection paper and excerpts from the following book and article:

Ben-Shahar, T. D. *Happier: Learn the Secrets to Daily Joy and Lasting Fulfillment*. New York: McGraw-Hill, 2007. Print. Chapters 9, 11, 12, 15, Conclusion.

Csikszentmihalyi, M. "If We Are So Rich, Why Aren't We Happy?" *American Psychologist* 54.10 (1999): 821–827. Print.

Module 4: Realizing Dreams

We all have dreams and aspirations, however most people's dreams remain unrealized. This module looks at how we can cultivate the seed of hope and help it flourish. Topics covered include beliefs as self-fulfilling prophecies, setting goals, focusing on personal strengths, and learning from failure.

Objectives and Outcomes

- Understand the power of positive beliefs and how our beliefs can create our reality
- Learn how to raise our self-confidence, and transform our belief in ourselves, through action, visualization, and priming
- Recognize the importance of identifying intrinsic strengths and extrinsic strengths in fulfilling personal and organizational potential
- Understand the nature of self-concordant goals—goals that are aligned with a person's interests and values—and recognize their importance in leading a happy and successful life
- Accept the significant role that failure plays on the path toward success and happiness

Reading Resources

Bandura, A. "Self-efficacy." *Encyclopedia of Human Behavior* Ed. V. S. Ramachandran. New York: Academic Press. 4 (1994): 71–81. Print.

Ben-Shahar, T. D. *Being Happy: You Don't Have to Be Perfect to Lead a Richer, Happier Life*. New York: McGraw-Hill, 2007. Print.

Kawakami, K., Dovidio, J. F. & Dijksterhuis, A. "Effect of Social Category Priming on Personal Attitudes." *Psychological Science* 14 (2003): 315–319. Print.

Sheldon, K. M. & Kasser, T. "Goals, Congruence, and Positive Well-Being: New Empirical Support for Humanistic Theories." *Journal of Humanistic Psychology* 41 (2001): 30–50. Print.

Class 1: Beliefs as Self-Fulfilling Prophecies

Henry Ford noted that "Whether you think you can or can't—you are right." There is much research evidence illustrating that, at least to an extent, Ford was right. This class addresses the power of the mind while at the same time clearly distinguishing between realistic and

unrealistic beliefs, between grounded and detached optimism, between adopting the insights of experimental psychology and blindly following the cult of positive thinking. Class assignments include a reflection paper and the following article:

Bandura, A. "Self-efficacy." *Encyclopedia of Human Behavior* Ed. V. S. Ramachandran. New York: Academic Press. 4 (1994): 71–81. Print.

Class 2: Raising Beliefs

While our beliefs have an enormous impact on the way we experience our lives and how well or poorly we fare, cultivating these beliefs can be very difficult. This class addresses three approaches to raising a person's self-efficacy: taking action through coping, visualizing successful process and outcome, and creating an environment with positive primes. Class assignments include a reflection paper and the following readings:

Kawakami, K., Dovidio, J. F. & Dijksterhuis, A. "Effect of Social Category Priming on Personal Attitudes." *Psychological Science* 14 (2003): 315–319. Print.

Class 3: Self-Concordant Goals

Self-concordant goals align with our primary interests and deepest values. People who identify and pursue these goals end up being happier and more successful. This class addresses the distinction between perceiving one's work as a job, a career, or a calling—with all the implications of this perception. Class assignments include a reflection paper and the following reading:

Sheldon, K. M. & Kasser, T. "Goals, Congruence, and Positive Well-Being: New Empirical Support for Humanistic Theories." *Journal of Humanistic Psychology* 41 (2001): 30–50.

Class 4: Strengths

Most people, when asked to choose between focusing on their strengths or focusing on their weaknesses, pick the latter. However, studies in individuals and organizations clearly demonstrate that focusing on strengths does not only make people happier, it makes them more successful. This class focuses on how we can identify our extrinsic and intrinsic strengths—those activities that we're good at and also passionate about. Class assignments include a reflection paper and the following reading:

Clifton, D. O. & Harter, J. K. Investing in Strengths. Ed. A. K. S. Cameron, B. J. E. Dutton & C. R. E. Quinn *Positive Organizational Scholarship: Foundations of a New Discipline* (2003): 111–121. Print.

Class 5: Learning from Failure

We learn to walk by falling, to talk by babbling, to eat by making a mess, to shoot a basket by missing, and to color the inside of a square by scribbling outside the box. This class looks at research and case studies of successful individuals and organizations whose guiding principle is, "Learn to fail or fail to learn." Class assignments include a reflection paper and excerpts from the following book:

Ben-Shahar, T. D. *Being Happy: You Don't Have to be Perfect to Lead a Richer, Happier Life*. New York: McGraw-Hill, 2010. Print. Chapters 1, 14.

Module 5: Change

Most change-efforts fail. A great deal of money and effort is spent by individuals and organizations attempting to bring about change, and yet what we mostly witness is the "honeymoon effect"—the intervention having only a temporary, short-lived effect. In this module—drawing on the latest research in neuroscience and techniques spanning the ABCs of psychology (affect, behavior, cognition)—students learn how to bring about personal and organizational change that lasts.

Objectives and Outcomes

- Understand the nature of change on the neural level, and how certain conscious and unconscious barriers come in the way of enjoying lasting change
- Learn techniques that help us work through our emotions—such as the Positivity Portfolio and the Post Peak Experience Order—and can bring about gradual and acute change
- Explore various behavioral interventions—such as engaging in deliberate practice and exiting our comfort zone—that can bring about gradual and acute change
- Engage our thoughts—through cognitive therapeutic techniques and the Eureka experience—as means toward bringing about gradual and acute change
- Bring together the ABCs of psychology—using different journaling techniques, for example—that can help move us beyond the honeymoon effect

Reading Resources

- Cook, J. "Principles of Treatment." http://www.psycserv.com/CBT_principles.htm. Aegis Psychological Services Inc. (1998) Web. 08 Feb. 2012.
- Burton, C. M. & King, L. A. "Effects of (Very) Brief Writing on Health: The Two-Minute Miracle." *British Journal of Health Psychology* 13 (2008): 9–14. Print.
- Doidge, N. *The Brain That Changes Itself: Stories of Personal Triumph from the Frontiers of Brain Science*. New York: Penguin Books, 2007. Print.
- Lyubomirsky, S., Sheldon, K. M. & Schkade, D. "Pursuing Happiness: The Architecture of Sustainable Change." *Review of General Psychology* 9.2 (2005): 111–131. Print.
- Petrocelli, J. V. "Process and Stages of Change: Counseling with the Transtheoretical Model of Change." *Journal of Counseling and Development* 80 (2002): 22–30. Print.

Class 1: The Nature of Change

Change is hard—and yet possible. Merely understanding the anatomy of change—how neural networks form and develop—can help in the process of bringing about change that lasts. This class looks into some of the barriers to change, including our degrees of willingness to change, our levels of motivation, and whether we consciously or unconsciously believe that change is possible. Class assignment includes a reflection paper and excerpts from the following book and article:

- Doidge, N. *The Brain That Changes Itself: Stories of Personal Triumph from the Frontiers of Brain Science*. New York: Penguin Books, 2007. Print. Chapters 1-3.
- Lyubomirsky, S., Sheldon, K. M. & Schkade, D. "Pursuing Happiness: The Architecture of Sustainable Change." *Review of General Psychology* 9.2 (2005): 111–131. Print.

Class 2: Affect

This class looks at the emotional channels for bringing about change. Techniques explored include Loving Kindness Meditation, the Positivity Portfolio, mindful listening to music, and slowing down to appreciate and savor the world. In addition, the idea of Post Peak Experience Order is introduced as a method of acute emotional change, providing a counter example to the negative acute change brought about through posttraumatic stress disorder. Class assignments include a reflection paper and excerpts from the following book:

Doidge, N. "*The Brain That Changes Itself: Stories of Personal Triumph from the Frontiers of Brain Science.*" New York: Penguin Books, 2007. Print. Chapters 4-6.

Class 3: Behavior

The most effective way to bring about lasting change is to modify our behaviors. Engaging in deliberate and persistent practice, while allowing time for rest and recovery, is the combination that yields long-term improvement in one's chosen field. Coping by getting out of one's comfort zone is a more acute and immediate way of using behavior to bring about change. Class assignments include a reflection paper and reading from the following book:

Doidge, N. "*The Brain That Changes Itself: Stories of Personal Triumph from the Frontiers of Brain Science.*" New York: Penguin Books, 2007. Print. Chapters 7-8.

Class 4: Cognition

Our thoughts impact our feelings and behaviors. This class introduces the basic ideas that make cognitive therapy so effective, while illustrating how in each moment of our lives we make choices that impact the quality of the next moment and potentially beyond. The Eureka Experience is provided as an example of acute change. Class assignments include a reflection paper and excerpts from the following book and article:

Cook, J. "Principles of Treatment." http://www.psycserv.com/CBT_principles.htm. Aegis Psychological Services Inc. (1998) Web. 08 Feb. 2012.

Doidge, N. "*The Brain That Changes Itself: Stories of Personal Triumph from the Frontiers of Brain Science.*" New York: Penguin Books, 2007. Print. Chapters 9-10.

Class 5: Combining the ABCs

It is difficult to move against the force of habit to alter emotional, behavioral, and cognitive patterns that have been ingrained over time. Journaling is a technique that combines the ABCs (affect, behavior, cognition) and can therefore help overcome the force of habit and bring about lasting change. Class assignments include a reflection paper and the following readings:

Burton, C. M. & King, L. A. "Effects of (Very) Brief Writing on Health: The Two-Minute Miracle." *British Journal of Health Psychology* 13 (2008): 9–14. Print.

Petrocelli, J. V. "Process and Stages of Change: Counseling with the Transtheoretical Model of Change." *Journal of Counseling and Development* 80 (2002): 22–30. Print.

Module 6: The Mind-Body Connection

Over the past few decades Western scientists and practitioners have become increasingly interested in the mind-body connection. This module introduces well-researched and thoroughly validated tools and techniques that can enhance the quality of our lives. Topics include mindfulness meditation, physical exercise, nutrition, sleep, and human touch.

Objectives and Outcomes

- Understand how mind and body are interconnected, and how each psychological state has its physiological corollary
- Learn scientifically validated tools and techniques that rely on mindfulness meditation.
- Explore the effect physical exercise has on our emotions and the latest research on constructing an exercise regime
- Recognize the impact of nutrition on our overall mental and physical state, and learn a few basic rules that can lead to a healthier and happier life
- Understand the impact that sleep, or the lack of it, has on our physical and mental health, and learn how to enjoy better and more efficient sleep

Reading Resources

Ackerman, J. "How to Nap. What You Need to Know to Achieve the Perfect Siesta." *The Boston Globe*. 15 Jun 2008; C.10. Print.

Kabat-Zinn, J. *Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness*. New York: Dell Pub. Group, 1991. Print

Mednick, S., Nakayama, K. & Stickgold, R. "Sleep-Dependent Learning: A Nap Is as Good as a Night." *Nature Neuroscience*, 6 (2003): 697–698. Web. 25 Jan. 2012.

Servan-Schreiber, D. *The Instinct to Heal: Curing Depression, Anxiety and Stress Without Drugs and Without Talk Therapy*. Emmaus, Pa: Rodale Distributed to the Book trade by St. Martin's Press, 2004. Print.

Shaw, J. "The Deadliest Sin: From Survival of the Fittest to Staying Fit Just to Survive." *Harvard Magazine*, Mar.–Apr. 2004. Print. Wolf, Alexander. (2011)

Wolff, Alexander. (2011) "Sports Saves the World." In *Sports Illustrated*, Online. (2012, May 09).

Class 1: Connecting Mind and Body

Since Renee Descartes, the West has struggled to reconcile mind and body, perceiving the two as separate and irreconcilable entities. However, over the past few decades, an increasing amount of research is showing that our minds and bodies are, in fact, interconnected—changing the way we think impacts our physiology, and changing our physiology directly affects the way we think. Class assignments include a reflection paper and excerpts from the following books:

Kabat-Zinn, J. *Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness*. New York: Dell Pub. Group, 1991. Print. Introduction, Chapters 11-16.

Class 2: Physical Exercise

Regular physical exercise can have a similar effect as some of the most powerful psychiatric medications—in dealing with depression, anxiety, attention deficit disorder, and other conditions. This class explores the impact of different forms of physical activity on our well-being by looking at aerobic and anaerobic exercises as well as heart-rate coherence and variability. Class assignments include a reflection paper and excerpts from the following book and article:

Servan-Schreiber, D. *The Instinct to Heal: Curing Depression, Anxiety and Stress Without Drugs and Without Talk Therapy*. Emmaus, Pa: Rodale Distributed to the Book trade by St. Martin's Press, 2004. Print. Chapter 10.

Shaw, J. "The Deadliest Sin: From Survival of the Fittest to Staying Fit Just to Survive." *Harvard Magazine*, Mar.–Apr. 2004. Print.

Wolff, Alexander. (2011) "Sports Saves the World." In *Sports Illustrated*, Online.,(2012, May 09).

Class 3: Mindfulness

Mindfulness practices have been an integral part of most Eastern and Western religions. However, only recently has modern science caught up with ancient traditions, proving that engaging in various meditation practices can literally transform the way we perceive, feel, and act. Class assignments include a reflection paper and excerpts from the following books:

Kabat-Zinn, J. *Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness*. New York: Dell Pub. Group, 1991. Print. Introduction, Chapters 1-10.

Servan-Schreiber, D. *The Instinct to Heal: Curing Depression, Anxiety and Stress Without Drugs and Without Talk Therapy*. Emmaus, Pa: Rodale Distributed to the Book trade by St. Martin's Press, 2004. Print. Chapters 1-4.

Class 4: Healthy Eating and Rest

Nature can potentially provide the nourishment for a healthier and happier life. In the modern world, we have lost touch with nature, and are abusing our minds and bodies through unhealthy eating. This class explores a few simple practices and ideas—such as the glycemic index and the inherent qualities of particular foods—that can bring about a radical change in the way we feel both physically and psychologically.

A human being needs rest and recovery for optimal psychological and physiological functioning. In the modern world, we tend to abuse our minds and bodies by not creating sufficient time for recovery. This class also explores the research on the sleep cycle, the idea of a biphasic sleep, and the importance of getting a good night's sleep (and naps, when possible). Class assignments include a reflection paper and excerpts from the following books:

Servan-Schreiber, D. *The Instinct to Heal: Curing Depression, Anxiety and Stress Without Drugs and Without Talk Therapy*. Emmaus, Pa: Rodale Distributed to the Book trade by St. Martin's Press, 2004. Print. Chapters 7, 9.

Ackerman, J. "How to Nap. What You Need to Know to Achieve the Perfect Siesta." *The Boston Globe*. 15 Jun 2008; C.10. Print.

Mednick, S., Nakayama, K. & Stickgold, R. "Sleep-Dependent Learning: A Nap Is as Good as a Night." *Nature Neuroscience*, 6 (2003): 697–698. Web. 25 Jan. 2012.

Class 5: Touch

Human beings need touch; it is essential component of well-being at any age. In this high-tech time, we've lost touch with touch. This class explores the research of touch, including the physiological and psychological responses to touch.

Module 7: Relationships

Relationships are the number one generator of well-being; gone awry, they produce pain and misery. This module attempts to distinguish between myths and facts in the realm of relationships—whether between lovers, friends, family members, as well as teachers and students. It introduces the science behind this seemingly elusive realm, without extinguishing its allure and beauty.

Objectives and Outcomes

- Understand the key drivers of healthy and happy interpersonal relationships, and learn how to apply this understanding to one's own and others' relationships
- Increase intimacy in a relationship by shifting the focus from the need to be validated to the focus on knowing and being known
- Learn the 5:1 positivity ratio and how to use disagreements, disputes, and serious gridlocks as fuel for growth
- Recognize the importance of a positive focus within a relationship and practice active constructive responding
- Going through the process of differentiation as a way of progressing from dependent self-esteem to independent and unconditional self-esteem

Reading Resources

- Gable, S. L., Reis, H. T., Impett, E. A. & Asher, E. R. "Will You Be There for Me When Things Go Right? Supportive Responses to Positive Event Disclosures." *Journal of Personality and Social Psychology* 87 (2006): 228–245. Print.
- Gottman, J. M. & Gottman, J. S. *Ten Lessons to Transform Your Marriage: America's Love Lab Experts Share Their Strategies for Strengthening Your Relationship*. New York: Three Rivers Press, 2007. Print.
- Kernis, M. H. "Toward a Conceptualization of Optimal Self-Esteem." *Psychological Inquiry*, 14 (2003): 1–26. Print.
- Schnarch, D. *Intimacy & Desire: Awaken the Passion in Your Relationship*. New York, N.Y: Beaufort Books, 2011. Print.

Class 1: Learning from Thriving Relationships

Relationships are the number one generator of the ultimate currency. However, they can also be the source of much unhappiness. Most long-term relationships either end, or they continue devoid of joy and passion. Using the approach of Positive Psychology this class addresses the lessons learned from relationships that thrive. Class assignments include a reflection paper and excerpts from the following:

Gottman, J. M. & Gottman, J. S. *Ten Lessons to Transform Your Marriage: America's Love Lab Experts Share Their Strategies for Strengthening Your Relationship*. New York: Three Rivers Press, 2007. Print. Introduction, Chapter 1.

Schnarch, D. *Intimacy & Desire: Awaken the Passion in Your Relationship*. New York, N.Y.: Beaufort Books, 2011. Print. Introduction, Chapter 1.

Class 2: Being Known & Conflict

There is a common misconception that the most difficult—and important—part of a happy relationship is finding Mr. or Mrs. Right. This misconception comes from the movies, where after some trials and tribulations, the curtains close and the protagonists live happily ever after. However, movies end where love begins: the most important part of a thriving relationship is the work done once one is in a relationship. This class looks at what it means to invest in one's relationship, and thereby to increase the likelihood of living happily ever after.

Another common misconception concerning relationships is that the most important component of lasting love is the ability to unconditionally accept, and be accepted by, one's partner. However, as the work of David Schnarch and other researchers shows, more important than validation is "knowing and being known." Getting to know one's partner, and revealing oneself to one's partner, is the way to cultivate intimacy in a relationship, and a way to enjoy increasing passion in a long-term relationship. The idea of knowing and being known can be applied to other forms of relationships, whether with family members, students, or friends. Class assignments include a reflection paper and excerpts from the following:

Gottman, J. M. & Gottman, J. S. *Ten Lessons to Transform Your Marriage: America's Love Lab Experts Share Their Strategies for Strengthening Your Relationship*. New York: Three Rivers Press, 2007. Print. Chapter 10.

Schnarch, D. *Intimacy & Desire: Awaken the Passion in Your Relationship*. New York, N.Y.: Beaufort Books, 2011. Print. Chapters 2 -5.

Class 3: Positive Focus

One of the basic tenets of Positive Psychology is that a positive focus creates a positive reality. This idea most certainly applies to relationships: Appreciating those things that work within the relationship and in one's partner strengthens the bond that exists between partners or friends. This class explores the research illustrating that it is possible to evaluate (and increase) the health of a relationship by looking at its positive-to-negative ratio. One method of increasing this ratio is through active-constructive responding. Class assignments include a reflection paper and excerpts from the following book:

Gottman, J. M. & Gottman, J. S. *Ten Lessons to Transform Your Marriage: America's Love Lab Experts Share Their Strategies for Strengthening Your Relationship*. New York: Three Rivers Press, 2007. Print. Chapter 4.

Gable, S. L., Reis, H. T., Impett, E. A. & Asher, E. R. (2006). "Will You Be There for Me When Things Go Right? Supportive Responses to Positive Event Disclosures." *Journal of Personality and Social Psychology*, 87, 228-245.

Class 4: Self-esteem

There is a reciprocal relationship between personal development and the development of one's relationships. As the psychologist Nathaniel Branden points out, the more independent we become, the more interdependent we can be. This class explores the idea of differentiation, and how the shift from dependent, to independent, and to interdependent self-esteem can provide a healthy foundation for thriving relationships—with oneself and others. Class assignments include a reflection paper and excerpts from the following:

Kernis, M. H. (2003). "Toward a Conceptualization of Optimal Self-Esteem." *Psychological Inquiry*, 14, 1-26.

Class 5: Self-Esteem & Relationships

Building on the previous lesson, this class explores the role of self-esteem in the context of relationships. Class assignments include a reflection paper and the following excerpt:

Schnarch, D. *Intimacy & Desire: Awaken the Passion in Your Relationship*. New York, N.Y: Beaufort Books, 2011. Print. Chapters 6 & 7.

Module 8: Positive Psychology Coaching

Positive Psychology can provide the scientific grounding to coaching, while coaching can be considered the applied arm of Positive Psychology. This module, while drawing on the strengths-based approach as well as solution-focused and evidence-based coaching, looks at a process to help individuals and organizations realize their goals and fulfill their potential.

Objectives and Outcomes

- Understand how key ideas and research from Positive Psychology can be applied in the coaching relationship
- Realize more of human potential—bring out the best in oneself and others—by understanding and practicing a strengths-based approach to coaching
- Coach individuals and groups using ideas from solution-focused therapy, leading to healthier and happier work and home environments
- Learn to systematically progress through an evidence-based coaching process, towards the realization of one's own and others' life goals and objectives
- Use storytelling as a means toward bringing about change in others and oneself.
- Practice the art and science of effective listening

Reading Resources

- Biswas-Diener, R. *Practicing Positive Psychology Coaching: Assessment, Activities and Strategies for Success*. Hoboken, NJ: Wiley, 2010. Print.
- Dierolf, K., Meier, D. & Szabo, P. *Coaching Plain & Simple: Solution-Focused Brief Coaching Essentials*. New York: W.W. Norton & Co, 2009. Print.
- Fleeson, William. "Moving Personality Beyond the Person-Situation Debate. The Challenge and the Opportunity of Within-Person Variability." *Current Directions in Psychological Science* 13.2 (2004): 83-87. Print.
- Hauser, Laura. "Evidence-based Coaching: A Case Study." *OD Practitioner* 41.1, 2009: 8-13. Print.
- Rogers, C. R. "Becoming a Person: Some Hypotheses Regarding the Facilitation of Personal Growth." University of Texas, Hogg Foundation for Mental Hygiene, 1956. Print.
- Rogers, C. R. & Farson R. E. "Active Listening: Communicating in Business Today." Ed. R.G. Newman, M.A. Danzinger, M. Cohen D.C. Heath & Company, 1987. Print.

Class 1: Evidence-Based Coaching

Coaching is a booming industry. Trainings for coaching are offered around the world, spanning three days to three years. This class addresses the importance of evidence-based coaching—an approach that emphasizes the importance of drawing on research to generate coaching practices. It also focuses on the importance of constant evaluation of one's own practice and progress. Class assignments include a reflection paper and excerpts from the following books:

- Hauser, Laura. "Evidence-based Coaching: A Case Study." *OD Practitioner* 41.1, 2009: 8-13. Print.
- Dierolf, K., Meier, D. & Szabo, P. *Coaching Plain & Simple: Solution-Focused Brief Coaching Essentials*. New York: W.W. Norton & Co, 2009. Introduction, Chapters 1-3.

Class 2: The Coaching Process

Positive Psychology provides rigorously tested tools and techniques that can be used in coaching. This class focuses on the environment in which a coach functions, and how the coach can use the power of the situation to bring about positive change. Class assignments include a reflection paper and the following article:

Fleeson, William. "Moving Personality Beyond the Person-Situation Debate. The Challenge and the Opportunity of Within-Person Variability." *Current Directions in Psychological Science* 13.2 (2004): 83-87. Print.

Class 3: Appreciative Inquiry & Solution Focused Brief Coaching

Appreciative Inquiry (AI) was developed by David Cooperrider and his colleagues to bring about positive change in organizations and individuals. Solution Focused Therapy (SFT) was developed by Insoo Kim Berg and Steve de Shazer as a form of brief therapy. Similar to AI, SFT focuses on what works; both approaches are now being effectively applied to coaching. This class addresses the approach of Appreciative Inquiry and Solution-Focused coaching, and highlights a few techniques that can be used in parenting, teaching, leading, and, of course, coaching. Class assignments include a reflection paper and excerpts from the following books:

Dierolf, K., Meier, D. & Szabo, P. *Coaching Plain & Simple: Solution-Focused Brief Coaching Essentials*. New York: W.W. Norton & Co, 2009. Print. Chapters 4 – 7.

Kluger, A. N. & Nir, D. The Feedforward Interview. *Human Resource Management Review*, 2010: 235-246.

Class 4: Storytelling

Storytelling can be considered the “unified theory of psychology”—we are wired for stories, are moved by stories, and move others through stories. By telling stories, coaches can connect in a meaningful way with their clients; by eliciting empowering stories from their clients, coaches can draw out the best from their clients. Class assignments include a reflection paper and excerpts from the following books:

Biswas-Diener, R. *Practicing Positive Psychology Coaching: Assessment, Activities and Strategies for Success*. Hoboken, NJ: Wiley, 2010. Print. Chapters 1-6.

Dierolf, K., Meier, D. & Szabo, P. *Coaching Plain & Simple: Solution-Focused Brief Coaching Essentials*. New York: W.W. Norton & Co, 2009. Print, Chapters 8 – 10.

Class 5: Empathic Listening

Communication lies at the heart of coaching, and while most people naturally develop the ability to communicate, much can go wrong when two individuals—intimates or strangers—meet. One of the most prevalent causes of misunderstanding and conflict between people is having different communication styles. By developing the ability to recognize a person's style of communication and by cultivating one's empathic listening skills, many communication-related obstacles can be overcome. Class assignments include a reflection paper and excerpts from the following books:

- Biswas-Diener, R. *Practicing Positive Psychology Coaching: Assessment, Activities and Strategies for Success*. Hoboken, NJ: Wiley, 2010. Print. Chapters 7-8.
- Rogers, C. R. "Becoming a Person: Some Hypotheses Regarding the Facilitation of Personal Growth." University of Texas, Hogg Foundation for Mental Hygiene, 1956. Print.
- Rogers, C. R. & Farson R. E. "Active Listening: Communicating in Business Today." Ed. R.G. Newman, M.A. Danzinger, M. Cohen D.C. Heath & Company, 1987. Print.

Module 9: Choose the Life You Want

At every moment in our lives we have a choice. Moments add up to a lifetime; choices add up to a life. This module summarizes the material presented in the previous seven through the choices that we make—whether major choices such as deciding on the kind of work we want to pursue or the kind of person we want to spend our lives with, to minor choices such as the physical posture we choose to assume when walking into a room or the way we respond to a request from a colleague. It is through these choices—major and minor—that we become co-creators of our reality.

Objectives and Outcomes

- Understand how the choices we make form the building blocks of the path our life takes.
- Recognize the impact of our choices on the life we live, and how it is through our choices that we create our own and others' reality.
- Recognize the impact of our choices on our self-confidence and happiness.
- Learn how having too much choice can also paralyze us, if our objective is maximizing rather than satisfying.

Reading Resources

- Ben-Shahar, T. D. *The Book of Choice: Creating Your Life, Moment by Moment*. New York: Experiment Publishing, 2012. Print.
- Schwartz, B. "The Tyranny of Choice." *Scientific American*, 17 Nov. 2004: 69–75. Print.
- Wiseman, R. "The Luck Factor." *The Skeptical Inquirer* May–Jun. 2003: 1–5. Print.

Class 1: Introduction

People who have an internal locus of control—who believe that their choices rather than luck mostly determine the course of their life—are generally happier, more resilient, and more successful. This class explores the idea that at every moment in our lives we have a choice, and it is the accumulation of these choices that ultimately determine the course our life takes. Class assignments include a reflection paper and excerpts from the following book and article:

Ben-Shahar, T. D. *Choose the Life You Want: 101 Ways to Create Your Own Road to Happiness*. New York: Experiment Publishing, 2012. Print. Introduction, Choices 1-3.
Wiseman, R. "The Luck Factor." *The Skeptical Inquirer* May –Jun. 2003: 1–5. Print.

Class 2: Big Life Choices

This class looks at major decisions that we make in our life and how these impact our overall levels of physical and mental health. The class focuses on three choices in particular: the choice to pursue our calling, the choice to help and contribute, and the choice to be true to ourselves. Class assignments include a reflection paper and excerpts from the following:

Ben-Shahar, T. D. *Choose the Life You Want: 101 Ways to Create Your Own Road to Happiness*. New York: Experiment Publishing, 2012. Print. Choices 4-30.

Class 3: Specific Situational Choices

This class looks at choices that we have in response to particular situations. The class focuses on the choices that we have when it comes to our emotional reaction to a situation, the choice we have when facing difficulties and hardships, and finally how we choose to treat other people. Class assignments include a reflection paper and the following book:

Ben-Shahar, T. D. *Choose the Life You Want: 101 Ways to Create Your Own Road to Happiness*. New York: Experiment Publishing, 2012. Print. Choices 31-67.

Class 4: Every-Moment Choices

This class looks at choices we have at every moment in our life. The class focuses on three choices in particular: how we carry ourselves physically, whether or not we choose to appreciate what we have, and choosing to bring more humor and play into our life. Class assignments include a reflection paper and excerpts from the following book and article:

Ben-Shahar, T. D. *Choose the Life You Want: 101 Ways to Create Your Own Road to Happiness*. New York: Experiment Publishing, 2012. Print. Choices 68-101.

Class 5: The Limits of Choice

There can be too much of a good thing; there can be too much choice. Having a great deal of choice can paralyze us, or cause constant dissatisfaction and frustration. When making choices, it is important to shift from maximizing to satisficing—from insisting on a perfect solution to accepting a good enough solution. Class assignments include a reflection paper and excerpts from the following books:

Schwartz, B. "The Tyranny of Choice." *Scientific American*, 17 Nov. 2004: 69–75. Print.

Module 10: Onsite Residential Immersion

In this final module, participants move from students to teachers. By synthesizing and summarizing what is personally most compelling about positive psychology via the final project, and presenting to a small group of peers, this module emphasizes the concept of serving it forward—sharing with others key lessons learned. This way, even though the class ends, the impact on the individual and the community continues to move forward.

- Gain some understanding of how social networks function and consequentially recognize the power of the individual to bring about change
- Present final projects and receive feedback
- Go through the "Best Possible Self" exercise as a stepping stone toward setting future goals
- Learn about the connection between cognitive psychology and Buddhism
- Review the tools and techniques that were learned throughout the course
- Revisit systems thinking and learn about the Wholeperson Well-being approach
- Set goals and intentions for the future