

PSYD15H3F Syllabus
Current Topics in Social Psychology
Path to Well-Being
Dr. Florence Huang
Fall 2022
Fridays 11:00am to 1:00pm
MW264

Instructor

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Course Description

This course will introduce you to an evidence-based roadmap and practical tools you can use to gain control, live a life you aspire to and function effectively. Students will gain insight into their own well-being, and how it may impact one's life as well as others' lives and work. Well-being is not about being happy. The pursuit of happiness falls short while real contentment and well-being come from living a life that is fulfilling and meaningful. This is possible in your personal, academic and professional life.

Course Structure

This course is an advanced seminar and will consist of different levels of engagement, with a strong emphasis on reflection and application. Throughout the course, we will focus on What, Why and How in all aspects of Well-being. What are the concepts, Why are they important, and How to apply them to the self and the real world. There will be discussions, case studies and reflection papers that allow students the opportunity to learn, reflect and apply.

Learning Outcomes

By the end of this course, you will learn how to:

- Understand the construct of Well-being
- Distinguish the difference between Objective and Subjective well-being
- Critically examine and discuss theoretical perspectives of the Five core elements of Well-being theory
- Define the different types of Well-being
- Recognize how different types of Well-being impact individuals and groups
- Critically analyze cases of how Well-being theory is applied
- Apply concepts learned towards a successful Well-being strategy

Readings and course materials

There is no assigned textbook. Materials for the course consist of mainly peer-reviewed journal articles, book chapters, and course announcements. Other resources may also be posted on the course website on Quercus if needed. For each week of the course, students are encourage to read the articles in advance on the selected topics of the week to gain a

better understanding of the topic of discussion. Please note that, the course page on Quercus is your primary source of information. Feel free to use this platform as an extension of the classroom for any questions or clarification you may have.

Reflection Papers

You are expected to submit 6 reflection papers. Note that it is up to you to choose any 6 weeks in which you wish to submit, following content from Week 1 to 10. Reaction papers are worth 30% of your final grade. If you choose to submit a reflection for any particular week, the paper is due 72 hours after each class. If you will be submitting a reflection paper for content from Week 5, you will submit after Reading week on October 15th.

Reaction papers should be submitted online, via Quercus.

Your reflection papers (1-2 double-spaced pages) should include the following:

- What is the topic you are reflecting on?
- Why is it important? / What is the significance?
- How are you planning to incorporate this into your own development?

Case study

The case study is worth 20% towards your final grade and should be submitted online via Quercus. In no more than 4 pages, your case study analysis should reflect on:

- What is the background of the organization?
- What is the issue that needs to be addressed?
- What was the situation prior to the program and what has been implemented?
- What went well? (or what did not go well?)
- In your opinion, what could have been done better (is there still room to improve)?

Participation and Attendance

This course is an advanced seminar, attendance is expected and participation is essential. It is important to pay attention to the collective effort where each student has a part to play to ensure that everyone has a positive learning experience.

Participation and attendance is worth 15% of your grade respectively. Your participation grade will depend on quality as well as quantity of participation. Good participation includes punctuality, eagerness to participate, respecting and supporting others' contributions, facilitating discussion, thoughtful reflections, and providing constructive feedback and comments.

Final Paper and Presentation

You will form into groups of two and each group will submit a proposal paper, typed, double-spaced, in APA format and no more than 6 pages in length. You are also expected to present this paper during the last two weeks of the course. Details of the final paper can be found on the course page of Quercus. Please reach out to me no later than Week 6 of the formation of the team members in your respective groups.

This paper is due on **November 22nd, 2022**, three working days before the first presentation day. The papers will contribute to 20% of your final grade and the presentations are worth 15%.

Email Policy

I respond to emails within 2 working days of receipt. Alternatively, you could also visit me during office hours.

Grading Summary

Reflection Papers: 30%

Class Attendance and Participation: 15%

Case study: 20%

(Group) Final Paper: 20%

(Group) Presentation: 15%

List of Topics and Readings

Week 1: September 9th

What is Well-being?

- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069–1081. <https://doi.org/10.1037/0022-3514.57.6.1069>
- Strauser, D. R., Lustig, D. C., & Ciftci, A. (2008). Psychological well-being: Its relation to work personality, vocational identity, and career thoughts. *The Journal of Psychology*, 142(1), 21–35. DOI: [10.3200/JRLP.142.1.21-36](https://doi.org/10.3200/JRLP.142.1.21-36)
- Varelus, J. J. (2004). Objective explanations of individual well-being. *Journal Of Happiness Studies*, 5(1), 73-91. doi:10.1023/B:JOHS.0000021837.28613.0e

Week 2: September 16th

Cultural variations in Subjective well-being

Positive Emotions

- Oishi, S., Diener, E. F., Lucas, R. E., & Suh, E. M. (1999). Cross-cultural variations in predictors of life satisfaction: perspectives from needs and values. *Personality and Social Psychology Bulletin*. 1999, 25, 980-990. doi: 10.1177/01461672992511006
- Suh, E. M., & Oishi, S. (2004). Culture and subjective well-being: Introduction to the Special Issue. *Journal Of Happiness Studies*, 5(3), 219-222. doi:10.1007/s10902-004-8783-y
- Fredrickson, B. L., Cohn, M. A., Coffey, K. A., Pek, J., & Finkel, S. M. (2008). Open hearts build lives: Positive emotions, induced through loving-kindness meditation, build consequential personal resources. *Journal of Personality and Social Psychology*, 95(5), 1045–1062. doi: [10.1037/a0013262](https://doi.org/10.1037/a0013262). Retrieve from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3156028/>

Week 3: September 23rd

Engagement

- Csikszentmihalyi, M. TED. (2004) *Flow, the secret to happiness*. Retrieved from: https://www.ted.com/talks/mihaly_csikszentmihalyi_flow_the_secret_to_happiness?language=en
- Lightsey, O. R., & Boyraz, G. (2011). Do positive thinking and meaning mediate the positive affect–life satisfaction relationship? *Canadian Journal of Behavioural Science*, 43(3), p. 203–213. <http://dx.doi.org/10.1037/a0023150>

Week 4: September 30th

Relationships

- Roffey, S. (2012). Introduction to Positive Relationships: Evidence-Based Practice Across the World. In: Roffey, S. (eds) *Positive Relationships*. Springer, Dordrecht. https://doi.org/10.1007/978-94-007-2147-0_1
- Westhues, A., Clarke, L., Watton, J. *et al.* Building Positive Relationships: An Evaluation of Process and Outcomes in a Big Sister Program. *The Journal of Primary Prevention* **21**, 477–493 (2001). <https://doi.org/10.1023/A:1007110912146>

Week 5: October 7th

Meaning

- Chalofsky, N., & Cavallaro, L. (2013). A good living versus a good life: Meaning, purpose, and HRD. *Advances in Developing Human Resources*, 15(4), 331-340. doi: 10.1177/1523422313498560.
- Halusic, M., & King, L. A. (2013). What makes life meaningful: Positive mood works in a pinch. In K. D. Markman, T. Proulx, & M. J. Lindberg (Eds.), *The Psychology of Meaning* (pp. 445-464). Washington, DC: American Psychological Association. <https://doi.org/10.1037/14040-022>
- Schulenberg, S. E., & Melton, A. M. A. (2008). On the measurement of meaning: Logotherapy's empirical contributions to humanistic psychology. *The Humanistic Psychologist*, 36, 3144. doi: 10.1080/08873260701828870

Reading Week: No class on October 14th

Week 6: October 21st

Accomplishment

- Steger, M. F., Littman-Ovadia, H., Miller, M., Menger, L., & Rothmann, S. (2012). Engaging in work even when it is meaningless: positive affective disposition and meaningful work interact in relation to work engagement. *Journal of Career Assessment*, 21(2), 348-361. doi: 10.1177/1069072712471517

Week 7: October 28th

Benefits of well-being

- Diener, E. *et al.* (2009). New Measures of Well-Being. In: Diener, E. (eds) *Assessing Well-Being. Social Indicators Research Series*, vol 39. Springer, Dordrecht. https://doi.org/10.1007/978-90-481-2354-4_12

Week 8: November 4th

Career well-being / Purpose

- Chalofsky, N., & Cavallaro, L. (2013). A good living versus a good life: Meaning, purpose, and HRD. *Advances in Developing Human Resources*, 15(4), 331-340. doi: 10.1177/1523422313498560.
- Dik, B. J., & Hansen, J. C. (2008). Following passionate interests to well-being. *Journal of Career Assessment*, 16(1), 86-100. doi: 10.1177/1069072707305773

Week 9: November 11th

Social well-being and Financial well-being

- Layard, R., Mayraz, G., & Nickell, S. (2010). Does relative income matter? Are the critics right? In Diener, E., Helliwell, J.F., & Kahneman, D. (2010). *International differences in wellbeing*, (pp. 139–165). New York, NY: Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780199732739.003.0006>
- Optional*: review readings from Week 5

Week 10: November 18th

Physical well-being and Community well-being

- Lu, L., & Gilmour, R. (2004). Culture and conceptions of happiness: Individual oriented and social oriented SWB. *Journal Of Happiness Studies*, 5(3), 269-291. doi:10.1007/s10902004-8789-5
- Kemmelmeier, M., Jambor, E. E., & Letner, J. (2006). Individualism and good works: Cultural variation in giving and volunteering across the United States. *Journal of Cross-Cultural Psychology*. 37(3), 327-344. doi: 10.1177/0022022106286927

Week 11: November 25th

Group Presentation Day 1

Week 12: December 2nd

Group Presentation Day 2

Disability-Related Accommodations

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office (<http://www.utsc.utoronto.ca/ability/>) as soon as possible.

AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. Please contact 416-287-7560 (tel/TTY) or email ability.uts@utoronto.ca for more information.

The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

University's Plagiarism Detection Tool

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation website (<https://uoft.me/pdt-faq>).

Department of Psychology Missed Term Work Policy

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

Note:

- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- [Missed Final Exams](#) are handled by the Registrar's Office and should be declared on eService.
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, accommodations are only possible via the Registrar's Office [petition process](#).

The email address to submit missed term work accommodation requests in **PSYD15** is: flo.huang@utoronto.ca

ILLNESS OR EMERGENCY accommodations:

For missed work due to ILLNESS OR EMERGENCY, complete the following process:

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Declare your absence on [ACORN](#) (Profile & Settings > Absence Declaration)
3. Email **both** of the following items to the course email **within 2 business days** of the missed work:
 - the [Request for Missed Term Work Accommodations Form](#)
 - *AND***
 - a screenshot of your Self-Declared Absence on ACORN

Note:

- *If you are unable to submit your request within 2 business days, you must still email your instructor within the 2 business day window to explain the nature of the delay. Exceptions to the 2 business day deadline will only be made under exceptional circumstances.*

- *If your absence is declared on ACORN, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.*

ACADEMIC CONFLICT accommodations:

For missed term work due to an ACADEMIC CONFLICT (e.g. two midterms at the same time):

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Take screenshots of your course Quercus pages that demonstrate the conflict.
3. Email the form and screenshots to the course email **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier. Requests sent after the activity deadline may not be accommodated.

Note:

- *Multiple assignments due on the same day are not considered conflicts. Students are expected to manage their time effectively to meet assignment deadlines.*
- *Back-to-back tests/quizzes are not considered conflicts. Only overlapping activities are conflicts.*
- *Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.*

RELIGIOUS CONFLICT accommodations:

For missed term work due to a RELIGIOUS CONFLICT:

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Email the form to the course **email at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier. Requests sent after the activity deadline may not be accommodated.

ACCESSABILITY SERVICES accommodations:

For missed **TERM TESTS** due to ACCESSABILITY REASONS:

- **Contact your AccessAbility consultant** and have them email the course email detailing accommodations required.

For missed **ASSIGNMENTS** due to ACCESSABILITY REASONS:

- If your desired accommodation is **within the scope** of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” and you need 3 days):
 1. Complete the [Request for Missed Term Work Accommodations Form](#).
 2. Email the form ***AND*** your **Accommodation Letter** to the course email specifying how many days extension you are requesting.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” but you need more time than that):
 1. **Contact your AccessAbility consultant** and have them email the course email detailing the accommodations required.

Accommodation Procedure:

After submitting your documentation, you will receive a response from your instructor or TA. This form does not guarantee that you will be accommodated. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for the instructor's response to resume work on your assignment**. Extensions may be as short as one business day, depending on the nature of the illness/emergency. Complete your assignment as soon as you're able, and email it to your instructor.

For an **anticipated absence** (e.g. a scheduled surgery or an illness with a prolonged recovery period), if you would like to request accommodations in advance, submit a [Verification of Illness Form](#) completed by your doctor AND the [Request for Missed Term Work Accommodations Form](#) to the course email. Absences can be declared up to 14 days into the future on ACORN.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, you must repeat the missed term work procedure to request additional accommodations. **Please make it clear in your subject line that you are requesting a second accommodation**. E.g. If you are given an extension but are still sick and need more time, or if you miss a make-up term test, you must submit *another* [Request for Missed Term Work Accommodations Form](#) and declare your extended absence on ACORN. *Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not necessarily be provided.

Academic Integrity

The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences in papers and assignments include using someone else's ideas or words without appropriate acknowledgement, submitting your own work in more than one course without the permission of the instructor, making up sources or facts, obtaining or providing unauthorized assistance on any assignment. On tests and exams cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

Religious Accommodations

The University has a commitment concerning accommodation for religious observances. I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. According to University Policy, if you anticipate being absent from class or missing a major course activity

(like a test, or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Equity, Diversity, Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Masks in the Classroom

While the mask mandate has been paused as of 1 July 2022, the use of medical masks continues to be strongly encouraged at U of T Scarborough in indoor settings where physical distancing is not possible. We ask everyone to respect each other's decisions, comfort levels, and health needs. Masks are available at all building entrances at U of T Scarborough and in all classrooms.