

**Nottingham Trent University**  
**Course Specification**  
**GLOBAL SUMMER SCHOOL**

<b>Basic course information</b>		
1	Course Title:	Well-being Masterclass: Discovering and Applying the Science of Positive Psychology
2	Course Code:	GLB_001
3	Credit Points:	10
4	Duration:	10 days
5	School:	Social Sciences
6	Campus:	City
7	Date this version first approved to run:	09/01/2023

**8 Pre, post and co-requisites:**

You should have the required English language skills.

**9 Courses containing the course**

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Course Title</u>
5	Option	FT	A constituent of Global Summer School Online

**10 Overview and aims**

This course will guide students through the philosophical and practical foundations of strengths, well-being and other areas associated with positive psychological phenomena, including: love, gratitude, time perspective, nature connectedness, forgiveness, altruism, mindfulness, flow, and strengths. We will cover the background to research and theory into psychological well-being and Positive Psychology and explore why Psychology has focused more on understanding and treating the problems people experience, rather than exploring their strengths, their well-being, and uncovering their true potential. We will examine well-being from various perspectives including cognitive/behavioural, psychological, interpersonal, and environmental. This course will provide students with practical, evidence-based, and empowering insights and tools on how to enhance well-being in a sustainable and meaningful way.

**11 Course content**

Students will explore different types and conceptualisations of psychological well-being. We will also examine different models and ways of measuring it. Students will also learn about how Psychology as a discipline has traditionally focused more on what is wrong with a person when compared with celebrating and expanding on the person's strengths.

We will examine the 'Science of Strengths and Virtues' and their impact on health, well-being, and society. We will journey through the recent history of strengths and explore how strengths have been

conceptualised and measured. We will also explore the application of strengths by using the assessment of strengths and strength-based interventions in a variety of settings.

Students will learn about time-perspective (i.e. our psychological relationship with objective time) and how it can impact many areas of their lives, including their well-being, psychological and physical health, relationships and success. We will look at time-perspective interventions and their potential impact on positive psychological functioning.

We will also draw from more historical conceptualisations of well-being, purpose and meaning and how these can be developed in the present. Students will explore the benefits of mindfulness and flow and be able to share different cultural experiences of happiness and well-being.

Students will learn about how to cultivate positive relationships by covering the challenges and benefits of interpersonal dynamics including kindness, forgiveness, altruism, and love.

Well-being and the environment is a rapidly growing area of focus for positive psychology and will also be explored by students. Areas of focus indicative of the content include the role of Nature Connectedness on human well-being and flourishing, and well-being in the workplace.

We will examine Positive Psychological Interventions (PPIs), including Three Good Things, and how these PPIs could be designed for a range of people and settings.

Overall, we will work together to see how psychological well-being can be impacted on a macro level and how PPIs and how lessons from positive psychological science can be used to realise humanity's potential.

## 12 Indicative reading

- Antonelli, M., Barbieri, G., Donelli, D., (2019). Effects of forest bathing (shinrin-yoku) on levels of cortisol as a stress biomarker: a systematic review and meta-analysis. *International journal of biometeorology*, 63(8), pp.1117–1134. [10.1007/s00484-019-01717-x](https://doi.org/10.1007/s00484-019-01717-x).
- Engineer, A. et al. (2021). An integrative health framework for wellbeing in the built environment. *Building and environment*, 205, p.108253
- Griffin, E., & Wildbur, D. (2020). The role of balanced time perspective on student well-being and mental health: A mixed-methods study. *Mental health and prevention*, 18(1) 1-9
- Huebner, G.M. et al., (2022). The relationship between the built environment and subjective wellbeing – Analysis of cross-sectional data from the English Housing Survey. *Journal of environmental psychology*, 80, p.101763
- Pawelski, J.O., Tay, L. (2021). (Eds.) *The Oxford handbook of the positive humanities*. New York, New York: Oxford University Press.
- Pritchard, A., Richardson, M., Sheffield, D., & McEwan, K. (2019). The relationship between nature connectedness and eudaimonic well-being: A meta-analysis. *Journal of Happiness Studies*, 21, 1145-1167. <https://doi.org/10.1007/s10902-019-00118-6>
- Richardson, M., Passmore, H-A., Lumber, R., Thomas, R. & Hunt, A. (2021). Moments, not minutes: The nature—well-being relationship. *International Journal of Wellbeing*, 11(1), 8-33. Doi: <https://doi.org/10.5502/ijw.v11i1.1267>

**13 Learning outcomes**

**Knowledge and understanding.** After studying this course, you should be able to:

- K1. Identify the core scientific methods for carrying out positive psychological research and intervention.
- K2. Understand essential positive psychology concepts (e.g. time perspective, flow, gratitude, forgiveness, love, altruism, mindfulness, psychological well-being, happiness, nature connectedness), and how these concepts are put into practice.
- K3. Recognise important principles for effective intervention planning with a positive psychology emphasis.
- K4. Utilise theoretical and evidence-based knowledge to understand their own experiences and enhance their levels of self-awareness.

**Skills, qualities and attributes.** After studying this course, you should be able to:

- S1. Apply positive psychological principles and practices to help themselves and to help others for their mental health and well-being.
- S2. Have experienced task-orientated team working throughout the course and will have opportunities to practise their team working skills.
- S3. Identify and apply their core psychological strengths.

**14 Teaching and learning**

*Range of modes of direct contact*

Lectures/workshops, online learning supplementary activities such as quizzes or directed online discussion forums.

Total contact hours: 50

*Range of other learning methods*

Directed reading, exploration of measures of well-being, journal work and assessment preparation.

Total non-contact hours: 10

**15 Assessment methods**

This indicates the type and weighting of assessment elements in the course

<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description</u>
1	100%	Coursework	Presentation