

National Center of International Studies: Power of One Course Syllabus

Power of One: Denmark IS610: “Happiness, Well-being, & Meaning”

3 Credit Hours

Fall 2019: 12/8/20 to 12/17/19

Course Introduction

Instructor:	Instructor will post this information in Week 1 welcome announcement.
Office and Hours:	
Phone:	
E-mail:	

Official Course Description:

Power of One courses explore psychology within an international context. Applies theoretical, practical, and professional knowledge related to working with diverse populations.

Power of One: Denmark.

In our course “Happiness, Well-being, & Meaning” students will critically examine behavior analysis and positive psychology theories, issues of measurement, and research-based interventions related to happiness and well-being. We travel to Denmark during December, “the high season of hygge,” the most festive time of creating a social atmosphere and experiencing good things in life with other people. We explore how specific behaviors help us to find meaning in our lives, be positive and grateful, foster strong social connections, manage stress, commit to goals, care for ourselves, nurture families and children, and engage in meaningful work. Through experiential learning and reflection, students practice real-world application and evaluation of clinical and professional skills to increase happiness and life satisfaction. Our exploration will take place within a cross-cultural context as we analyze the Danish socio-cultural model’s effect on the experience of well-being in Denmark, declared one of the happiest countries in the world, and consider issues of public policy, inclusivity, sustainability, and science’s responsibility to better society. A core focus of the course is to learn how we can be happier personally in order to create positive change in the lives of our families, our communities, and those we serve.

Institutional Learning Goals

Please refer to the [Statement of Values](#) for a description of how our Institutional Learning Goals are derived.

Diversity

Graduates will respect the value and dignity of individuals and groups across all cultural contexts, and advocate for inclusion and equity. They will demonstrate intercultural competence in domestic and international contexts with people who have ideas, beliefs, worldviews, experiences, and behaviors that are different from their own.

By the end of this course, students will be able to...

1. Demonstrate knowledge of the world-view of the local culture within the context of psychology.
 - 1.a Describe how elements of the Danish culture and individual behavior of Danes may enhance happiness and well-being.
2. Analyze differences between host culture and own culture.
 - 2.a Describe how community concerns and culture may differ between your community and the Danish.
3. Examine global perspective in relation to their professional and academic goals.
 - 3.a Describe self in relation to results of Global Perspectives Inventory.
 - 3.b Identify issues of community significance which affect happiness and well-being and is shared by both their own culture and the Danes.
4. Explain personal, professional and academic impact of their experience abroad.
 - 4.a Summarize the most important or transformative personal, professional and academic impact of their experience abroad.

Professional Behavior

Graduates will be able to demonstrate by their values, beliefs and behaviors adherence to the highest ethical and professional standards in their personal and professional lives.

By the end of this course, students will be able to...

5. Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own.
 - 5.a Describe how you anticipate your perspective on happiness and wellbeing will change after your international experience.
6. Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent.
 - 6.a Prepares in advance for most activities; actively listens for most of program; contributes some knowledge to activity; professionally engages with faculty and in-country partners.
7. Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.
 - 7.a Demonstrates expected professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners.
8. Demonstrate ability to be self-reliant in non-classroom environment.
 - 8.a Punctually and completely attends all required in-country activities without few prompts or reminders.

Professional Practice

Graduates will be able to demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision.

By the end of this course, students will be able to...

9. Apply positive psychology and behavior analytic theory interventions to their personal and professional lives to enhance subjective wellbeing and happiness.
 - 9.a Practice evidence-based procedures to enhance personal well-being and happiness.
 - 9.b Recommend evidence-based procedures to enhance well-being and happiness in individual and community contexts.
 - 9.c Compare and contrast the values, philosophy, and methods of positive psychology and behavior analysis.
 - 9.d Reflect on themes and connections between theories and interventions in selected positive psychology and behavior analysis literature.
10. Analyze the relationship between behavior, culture, and happiness in a cross-cultural context through a lens of behavioral science.
 - 10.a Critically analyze the consistent ranking of Denmark as one of the happiest nations on earth.

Required and Optional Texts and Electronic Reserves

Required Texts

Title	ISBN	Publisher's Price
1. Biglan, A. (2015). <i>The nurture effect: How the science of human behavior can improve our lives and our world</i> . New Harbinger Publications.	160882957X, 9781608829576	\$20.57
2. Lyubomirsky, S. (2008). <i>The how of happiness: A scientific approach to getting the life you want</i> . Penguin.	159420148X, 9781594201486	\$11.75
3. Alexander, J., & Sandahl, I. D. (2016). <i>The Danish way of parenting</i> . TarcherPerigee.	014311171X, 978-0143111719	\$11.00

eReserve Readings

- Adams, N. (2012). Skinner's Walden Two: An anticipation of positive psychology? *Review of General Psychology*, 16(1), 1-9. doi:10.1037/a0026439
- Adler, A., & Seligman, M. E. (2016). Using wellbeing for public policy: Theory, measurement, and recommendations. *International Journal of Wellbeing*, 6(1).
- Barnett, J. E., Baker, E. K., Eiman, N. S., & Schoener, G. R. (2007). In pursuit of wellness: The self-care imperative. *Professional Psychology: Research and Practice*, 38(6), 603a.
- Bass, R. (2010). Zen and behavior analysis. *The Behavior Analyst*, 33(1), 83.
- Bass, R. (2010). Zen and Behavior Analysis. *The Behavior Analyst*, 33(1), 83.
- Calkin, A. B., & Pennypacker, H. S. (2003). A minute a day makes good feelings grow. *European Journal of Behavior Analysis*, 4(1-2), 5-11.
- Callaghan, P. (2004). Exercise: a neglected intervention in mental health care?. *Journal of psychiatric and mental health nursing*, 11(4), 476-483.
- Carr, E. G., & Horner, R. H. (2007). The expanding vision of positive behavior support research perspectives on happiness, helpfulness, hopefulness. *Journal of positive behavior interventions*, 9(1), 3-14.
- Csikszentmihalyi, M. (1999). If we are so rich, why aren't we happy?. *American psychologist*, 54(10), 821.
- Danner, D. D., Snowden, D. A., & Friesen, W. V. (2001). Positive emotions in early life and longevity: findings from the nun study. *Journal of personality and social psychology*, 80(5), 804.
- de Bruin, E. I., Meppelink, R., & Bögels, S. M. (2015). Mindfulness in higher education: Awareness and attention in university students increase during and after participation in a mindfulness curriculum course. *Mindfulness*, 6(5), 1137-1142.
- Dermer, M. L. (2006). Towards understanding the meaning of affectionate verbal behavior; towards creating romantic loving. *The Behavior Analyst Today*, 7(4), 452.
- Diener, E., & Seligman, M. E. (2002). Very happy people. *Psychological science*, 13(1), 81-84.
- Diener, E., & Seligman, M. E. (2004). Beyond money toward an economy of well-being. *Psychological science in the public interest*, 5(1), 1-31.
- Dunn, E. W., Gilbert, D. T., & Wilson, T. D. (2011). If money doesn't make you happy, then you probably aren't spending it right. *Journal of Consumer Psychology*, 21(2), 115-125.
- Durand, V. M., Hieneman, M., Clarke, S., & Zona, M. (2009). Optimistic parenting: Hope and help for parents with challenging children. In *Handbook of positive behavior support* (pp. 233-256). Springer US.
- Emmons, R. A., & McCullough, M. E. (2003). Counting blessings versus burdens: an experimental investigation of gratitude and subjective well-being in daily life. *Journal of personality and social psychology*, 84(2), 377.
- Flora, S. R. (2000). Praise's magic reinforcement ratio: Five to one gets the job done. *The Behavior Analyst Today*, 1(4), 64.
- Follette, W. C., Linnerooth, P. J., & Ruckstuhl, L. E. (2001). Positive psychology: A clinical behavior analytic perspective. *Journal of Humanistic Psychology*, 41(1), 102-134. doi:10.1177/0022167801411007
- Fowler, J. H., & Christakis, N. A. (2008). Dynamic spread of happiness in a large social network: longitudinal analysis over 20 years in the Framingham Heart Study. *Bmj*, 337, a2338.
- Gable, S. L., & Gosnell, C. L. (2011). The positive side of close relationships. *Designing positive psychology: Taking stock and moving forward*, 265-279.
- Gable, S. L., Gonzaga, G. C., & Strachman, A. (2006). Will you be there for me when things go right? Supportive responses to positive event disclosures. *Journal of personality and social psychology*, 91(5), 904.
- Gambrill, E. (2012). Birds of a feather: Applied behavior analysis and quality of life. *Research on Social Work Practice*, 23(2), 121-140. doi:10.1177/1049731512465775
- Green, C. W., & Reid, D. H. (1996). Defining, validating, and increasing indices of happiness among people with profound multiple disabilities. *Journal of Applied Behavior Analysis*, 29(1), 67-78.
- Gruber, J., Mauss, I. B., & Tamir, M. (2011). A dark side of happiness? How, when, and why happiness is not always good. *Perspectives on Psychological Science*, 6(3), 222-233.
- Helliwell, J., Layard, R., & Sachs, J. (2016). *World happiness report 2016, update (Vol. 1)*. New York: Sustainable Development Solutions Network.
- Houmanfar, R. A., Alavosius, M. P., Morford, Z. H., Herbst, S. A., & Reimer, D. (2015). Functions of organizational leaders in cultural change: Financial and social well-being. *Journal of Organizational Behavior Management*, 35(1-2), 4-27.
- Martens, B. K., & Witt, J. C. (2004). Competence, persistence, and success: The positive psychology of behavioral skill instruction. *Psychology in the Schools*, 41(1), 19-30.
- McDonald, M. J., Wong, P. T., & Gingras, D. T. (2012). Meaning-in-life measures and development of a brief version of the Personal Meaning Profile. In P. T. P. Wong (Ed.), *The human quest for meaning: Theories, research, and applications* (2nd ed.). New York, NY: Routledge.

- Myers, D. G. (2000). The funds, friends, and faith of happy people. *American psychologist*, 55(1), 56.
- Nelson, S. K., Kushlev, K., & Lyubomirsky, S. (2014). The pains and pleasures of parenting: When, why, and how is parenthood associated with more or less well-being?. *Psychological Bulletin*, 140(3), 846.
- O'Donovan, A., & May, S. (2007). The advantages of the mindful therapist. *Psychotherapy in Australia*, 13(4), 46.
- Oishi, S., Graham, J., Kesebir, S., & Galinha, I. C. (2013). Concepts of happiness across time and cultures. *Personality and Social Psychology Bulletin*, 39(5), 559-577.
- Otake, K., Shimai, S., Tanaka-Matsumi, J., Otsui, K., & Fredrickson, B. L. (2006). Happy people become happier through kindness: A counting kindnesses intervention. *Journal of Happiness Studies*, 7(3), 361-375.
- Park, N., Peterson, C., & Seligman, M. E. (2004). Strengths of character and well-being. *Journal of social and Clinical Psychology*, 23(5), 603-619.
- Schlinger Jr, H. D. (2015). Behavior analysis and the good life. *Philosophy, Psychiatry, & Psychology*, 22(4), 267-270.
- Schwartz, B. (2004). The tyranny of choice. *Scientific American*, 290(4), 70-75.
- Seligman, M. E. (2008). Positive health. *Applied psychology*, 57(s1), 3-18.
- Seligman, M. E., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1), 5-14. doi:10.1037/0003-066x.55.1.5
- Seligman, M. E., Ernst, R. M., Gillham, J., Reivich, K., & Linkins, M. (2009). Positive education: Positive psychology and classroom interventions. *Oxford review of education*, 35(3), 293-311.
- Verdugo, M. A., Schalock, R. L., Keith, K. D., & Stancliffe, R. J. (2005). Quality of life and its measurement: important principles and guidelines. *Journal of intellectual disability research*, 49(10), 707-717.
- Wiegand, D. M., & Geller, E. S. (2005). Connecting positive psychology and organizational behavior management: Achievement motivation and the power of positive reinforcement. *Journal of Organizational Behavior Management*, 24(1-2), 3-25.
- Wolf, M. M. (1978). Social Validity: The Case for Subjective Measurement or How Applied Behavior Analysis Is Finding Its Heart1. *Journal of applied behavior analysis*, 11(2), 203-214.
- Yadavaia, J. E., & Hayes, S. C. (2009). Values in acceptance and commitment therapy: A comparison with four other approaches. *Hellenic Journal of Psychology*, 6, 244-272.

Additional Readings

[How to Nap](#)

- Jeffrey, K., Wheatley, H. and Abdallah, S. (2016). *The happy planet index 2016: A global index of sustainable wellbeing*. Retrieved from http://happyplanetindex.org/s/NEF_HPI-BRIEFING_WIP.pdf
- The Happiness Research Institute (2015). *The Facebook experiment*. Retrieved from http://www.happinessresearchinstitute.com/download/i/mark_dl/u/4012182887/4624845731/The%20Facebook%20Experiment.pdf
- The Happiness Research Institute (2014). *The happy Danes: Exploring the reasons behind the high levels of happiness in Denmark*. Retrieved from http://www.happinessresearchinstitute.com/download/i/mark_dl/u/4012182887/4617999983/TheHappyDanes.pdf
- The Happiness Research Institute (2015). *The job satisfaction report*. Retrieved from http://www.happinessresearchinstitute.com/download/i/mark_dl/u/4012182887/4624845731/The%20Facebook%20Experiment.pdf

Weblinks/Videos

- The Chicago School of Professional Psychology
 - [Know Before You Go- Pre-Departure Guide to International Programs.](#)
 - [Rights and Responsibility Agreement for International Programs](#)

Buettner, D. (2009, September). Dan Buettner: How to live to be 100+ [Video file]. Retrieved from http://www.ted.com/talks/dan_buettner_how_to_live_to_be_100

Christakis, N. (2010, February) Nicholas Christakis: The hidden influence of social networks. [Video file]. Retrieved from http://www.ted.com/talks/matthieu_ricard_on_the_habits_of_happiness

Conley, C. (2010, February). Chip Conley: Measuring what makes life worthwhile [Video file]. Retrieved from http://www.ted.com/talks/chip_conley_measuring_what_makes_life_worthwhile

Csikszentmihalyi, M. (2004, February). Mihaly Csikszentmihalyi: Flow, the secret to happiness [Video file]. Retrieved from http://www.ted.com/talks/mihaly_csikszentmihalyi_on_flow

[Danish Hygge](#)

[Danish Open Prisons](#)

- Duckworth, A. (2013, April). Angela Lee Duckworth: Grit: The power of passion and perseverance [Video file]. Retrieved from http://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance
- Feiler, B. (2010, October). Bruce Feiler: The council of dads [Video file]. Retrieved from http://www.ted.com/talks/bruce_feiler_the_council_of_dads
- Beal, D. (2015). Douglas Beal: An alternative to GDP that encompasses our wellbeing [Video file]. Retrieved from www.ted.com/watch/ted-institute/ted-bcg/douglas-beal-an-alternative-to-gdp
- Gilbert, D. (2004, February). Dan Gilbert: The surprising science of happiness [Video file]. Retrieved from http://www.ted.com/talks/dan_gilbert_asks_why_are_we_happy
Happiness at Work: What Danish Employees Have to Cheer About
[Lifelong Learning: Danish Ministry for Children, Education, and Gender Equality](http://www.ted.com/talks/dan_gilbert_asks_why_are_we_happy)
- Marks, N. (2010, July). Nic Marks: The happy planet index [Video file]. Retrieved from http://www.ted.com/talks/nic_marks_the_happy_planet_index
- Pacholke, D. (2014, March). Dan Pacholke: How prisons can help inmates live meaningful lives [Video file]. Retrieved from http://www.ted.com/talks/dan_pacholke_how_prisons_can_help_inmates_live_meaningful_lives
- Pasricha, N. (2004, February). Neil Pasricha: The 3 a's of awesome [Video file]. Retrieved from http://www.ted.com/talks/neil_pasricha_the_3_a_s_of_awesome
- Puddicombe, A. (2012, November). Andy Puddicombe: All it takes is 10 mindful minutes [Video file]. Retrieved from http://www.ted.com/talks/andy_puddicombe_all_it_takes_is_10_mindful_minutes
- Reuters (March, 2016). Report: *Denmark world's happiest country* [Video file]. Retrieved from <http://www.reuters.com/video/2016/03/16/report-denmark-worlds-happiest-country?videoid=367765533>
- Ricard, M. (2004). Matthieu Ricard: The habits of happiness. [Video file]. Retrieved from http://www.ted.com/talks/matthieu_ricard_on_the_habits_of_happiness
- Seligman, M. (2010, December 21). Martin Seligman: The new era of positive psychology [Video file]. Retrieved from http://www.ted.com/talks/martin_seligman_on_the_state_of_psychology
[Talks to Find Your Purpose](http://www.ted.com/talks/martin_seligman_on_the_state_of_psychology) (Student's Choice of)
[The Happy Danes](http://www.ted.com/talks/martin_seligman_on_the_state_of_psychology)
- Waldinger, R. (2015, November) Robert Waldinger: What makes a good life? Lessons from the longest study on happiness+ [Video file]. Retrieved from http://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness
- Wiking, M. (2016). The dark side of happiness. [Video file]. Retrieved from https://video.search.yahoo.com/yhs/search;_ylt=A0LEVi5U8hXOmcA514nnlIQ?p=meik+wiking&fr=yhs-mozilla-002&fr2=piv-web&hspart=mozilla&hsimp=yhs-002#id=1&vid=1d703b00bd09d7b75ba7a9f4f0090ab7&action=view
[Work/Life Balance the Danish Way](http://www.ted.com/talks/martin_seligman_on_the_state_of_psychology)
- The Chicago School of Professional Psychology
 - [Know Before You Go- Pre-Departure Guide to International Programs.](#)
 - [Pre-Departure Orientation – Health & Safety](#)
 - [TCSPP - International Travel Registration](#)

Optional but Recommended Texts and Readings

- Goldiamond, I. (1974). Toward a constructional approach to social problems: ethical and constitutional issues raised by applied behavior analysis. *Behaviorism*, 2(1), 1-84.
- Keenan, M. (1996). Teaching about private events in the classroom. *Behavior and Social Issues*, 6(2).
- Steed, E. A., & Durand, V. M. (2013). Optimistic teaching: Improving the capacity for teachers to reduce young children's challenging behavior. *School mental health*, 5(1), 15-24.
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All rubrics will be in line and consistent with the Rubrics below. Graduate level work is expected.

Course Rubric

Institutional Learning Outcomes Assessed	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
<p>Diversity A graduate will be able to apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.</p>	<p>Does not demonstrate knowledge of the world-view of the local culture within the context of psychology; Unable to analyze differences between host culture and own culture; Unable to articulate global perspective in relation to their professional and academic goals; cannot explain personal, professional and academic impact of their experience abroad.</p>	<p>Demonstrates basic knowledge of the world-view of the local culture within the context of psychology; Can analyze some basic differences between host culture and own culture; May not be able to articulate global perspective in relation to their professional and academic goals; when prompted can describe basic personal, professional and academic impacts of their experience abroad.</p>	<p>Demonstrates knowledge of the world-view of the local culture within the context of psychology; Can analyze several basic differences between host culture and own culture; Able to articulate general understanding of global perspective in relation to their professional and academic goals; can describe personal, professional and academic impacts of their experience abroad.</p>	<p>Demonstrates extensive knowledge of the world-view of the local culture within the context of psychology; Can critically analyze several differences between host culture and own culture; Presents understanding of global perspective in relation to their professional and academic goals; can articulate and critically analyze personal, professional and academic impacts of their experience abroad.</p>
<p>Professional Behavior A graduate will be able to function in a professional and ethical manner in classroom, off-site training, and work settings.</p>	<p>Unable to recognize value of interacting with individuals with backgrounds and/or perspectives different from their own; intolerant of ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; Does not take responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Does not demonstrate self-reliance in non-classroom environment.</p>	<p>Basic recognition of value of interacting with individuals with backgrounds and/or perspectives different from their own; some tolerance of ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; Generally takes responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Demonstrate self-reliance in non-classroom environment.</p>	<p>Recognizes value of interacting with individuals with backgrounds and/or perspectives different from their own; tolerant of ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; Takes responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Demonstrate self-reliance in non-classroom environment.</p>	<p>Recognizes and critically evaluates value of interacting with individuals with backgrounds and/or perspectives different from their own; embraces opportunity to learn from ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; takes responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Demonstrate self-reliance in non-classroom environment.</p>

Assignment Rubric- In Country Attendance & Engagement

While in Denmark, we will visit numerous sites and have targeted, instructor led and small group discussions. Attendance and engagement will be evaluated during trips, activities, and discussions.

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Attendance	Unexcused absences from required in-country activities. More than several occasions are not punctual. Requires many prompts or reminders and creates inexcusable delays for program. 0-60 points	Attends all required in-country activities. One occasion is not punctual. Requires some prompts or reminders. 60-79 points	Punctual and completely attends all required in-country activities without few prompts or reminders. 80-99 points	Punctual and completely attends all required in-country activities without any prompts or reminders- exhibits complete self-reliance. 100 points
Participation & Engagement	Does not prepare in advance for activities; does not actively listen, is distracted during program; does not contribute or advance knowledge of activity; does not engage with faculty and in-country partners. 0-60 points	Prepares in advance for a few activities; occasionally listens actively; during activities is present and occasionally engages and participates. 60-79 points	Prepares in advance for most activities; actively listens for most of program; contributes some knowledge to activity; professionally engages with faculty and in-country partners. 80-99 points	Fully prepares in advance for activities; actively listens throughout duration of program; contributes and advances knowledge of activity in respectful and appropriate manner; professionally engages with faculty and in-country partners. 100 points
Total				200 total points

Assignment Rubric- Professional Behavior & Compartment

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Professional Behavior and Compartment	Demonstrates unprofessional behavior or compartment during program and/or in more than one interaction with students, faculty, administrators or any in-country partners. 0-19 points	Demonstrates expected professional behavior and compartment for most of program and in almost all interactions with students, faculty, administrators and all in-country partners. 20-49 points	Demonstrates expected professional behavior and compartment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners. 50-79 points	Demonstrates exemplary and model professional behavior and compartment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners. 80 points
Total				80 total points

Discussion Forum Scoring Rubric

1. Initial Posts are due by 11:59pm, Wednesday, Central Time.
2. 1 point will be deducted for each day the initial post is late.
3. Posting Replies on Thursday and Friday of the week is a good practice; any later than the Saturday decreases your impact on the discussion.
4. Interaction is key to a rigorous discussion: participation over 3 separate days each week is optimal, as described below.
5. Posting all or the majority of your contribution on last day of the week will result in decreased points due to the fact that you have not been effective in participating in the discussion across the week.

Posting Type	Posting Performance				Points
	Exemplary	Proficient	Developing	Needs Improvement	
Initial Post: Demonstration of Quality Content and Integration of Course Material	The first post for this discussion exhibits a strong statement to answer the main discussion question(s). The student's answer incorporates a concise statement backed by assigned readings from the class or another scholarly source, and it should stimulate further discussion. APA Style is followed. (4 points statement; 2 points sources; 2 points discussion stimulation). 4 points	The first post for this discussion exhibits a statement to answer the main discussion question(s). However, this answer fails to provide evidence in at least one of the following areas: a concise statement, backed by readings from the class or another source, and it should stimulate further discussion. APA Style is followed. 3.5 points	The first post for this discussion exhibits a statement to answer, or partially answer, the main discussion question. However, this answer fails to provide evidence in at least two of the following areas: a concise statement, backed by readings from the class or another source, and it should stimulate further discussion. APA Style is missing an element. 3 points	The first post for this discussion exhibits a statement to answer, or partially answer, the main discussion question. However, this answer fails to provide evidence in two or more of the following areas: a concise statement, backed by readings from the class or another source, and it should stimulate further discussion. APA Style is not followed. 2.5 points or lower	4 Points
Follow-Up Posts: Participation as Member of Learning Community	Each student's feedback to a minimum of three (3) other initial posts exhibit good answers that address the posts, are supported by readings or other facts, and challenge other participants to further explore the topic. 4 points	Each student's feedback to a minimum of two (2) other initial posts exhibit solid answers that address the posts adequately, are supported by readings or other facts, and challenge other participants to further explore the topic. 3.5 points	Each student's feedback to the minimum of two (2) other initial posts exhibit solid answers that may fail to address the posts adequately, are not supported by readings or other facts, or fail to challenge other participants to further explore the topic. In addition, replies were posted late in the week. 3 points	Student did not give feedback to a minimum of two other initial posts, or the feedback constitutes simple agreement or a question that does not show evidence of effort, critical thought or knowledge, or were posted too late in the week to have an impact (after 6pm Central Time on Sundays). 2.5 points or lower	2 Points Each (minimum of two posts)
Response to Feedback Received: Ongoing Participation throughout the week.	Student participates in the discussion forum at least (3) separate days of the week, writes substantial responses to all feedback received on student's initial post, and responds to instructor's feedback to initial post. 2 points	Student participates in the discussion forum at least (3) separate days of the week, responds to all feedback received on student's initial post, and responds to instructor's feedback to initial post. Responses are proficient but not as substantive as the "exemplary" category. 2 points	Student is missing two elements in the areas of: posting in at least (3) separate days of the week, responds to all feedback received on initial post, or response to instructor's feedback to initial post. Responses show attention to feedback received but are not substantive. 2 points	Student does not adequately provide evidence of participating in the discussion forum throughout the week as evidenced by number of days, posting to feedback received on initial post, or response to instructor's feedback to initial post. 2-0 points	2 Points
Max Points - 10	10 points	9 points	8 points	7 points or lower	

Assignment Rubric- Happiness Activities

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (expected)	Demonstration Level 3 (advanced)
Completion	Less than ½ assignment completed for specified number of days. 0-5 points	More than 50% of elements of assignment completed for specified number of days. 6-9 points	All elements of assignment completed for specified number of days. 10 points
Reflection	Reflection is not related to activity and there grammatical or writing errors that impede reader's understanding. 0-2 points	Reflection is loosely related to activity and there are many grammatical or writing errors. 3-4 points	Reflection is directly related to activity and there are very few grammatical or writing errors. 5 points
Application to practice	Application to practice is not related to readings or activity and there grammatical or writing errors that impede reader's understanding. 0-2 points	Application to practice is loosely related to readings or activity and there are many grammatical or writing errors. 3-4 points	Application to practice is directly related to readings or activity and there are very few grammatical or writing errors. 5 points
Total			20 total points

Assignment Rubric- Writing Assignments

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Required Components	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all. 0-1 points	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. 2-3 points	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. 3-4 points	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. 5 points
Description of Knowledge Gleaned from Materials	Response demonstrates a lack of reflection on the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. 0-3 points	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are unsupported or supported with flawed arguments. 4-6 points	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable. 7-10 points	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable. 10 points
Structure & APA (Title page with header, reference page, double-spaced, 1" margins, consistent 12-point Times New Roman font, 3 pages)	Writing is unclear and disorganized. Thoughts ramble and make little sense. There more than 3 errors per page for APA, spelling, grammar, or syntax errors throughout the writing. 0-1 points	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than two APA, spelling, grammar, or syntax errors per page of writing. 2-3 points	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than one APA, spelling, grammar, or syntax errors per page of writing. 3-4 points	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no APA, spelling, grammar, or syntax errors per page of writing. 10 points
Total				20 total points

Assignment Rubric- Writing Assignments

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Required Components	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all. 0-29 points	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. 30-59 points	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. 60-79 points	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. 80 points
Description of Knowledge Gleaned from Materials	Response demonstrates a lack of reflection on the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. 0-29 points	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are unsupported or supported with flawed arguments. 30-59 points	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable. 60-79 points	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable. 80 points
Structure	Writing is unclear and disorganized. Thoughts ramble and make little sense. There more than 4 errors per page for spelling, grammar, or syntax errors throughout the writing. Culturally inappropriate information, tone, or topics are included. 0-19 points	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than three spelling, grammar, or syntax errors per page of writing. Culturally appropriate information, tone, or topics are absent. 20-39 points	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than two spelling, grammar, or syntax errors per page of writing. Culturally appropriate information, tone, or topics are included. 40-59 points	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are one or no spelling, grammar, or syntax errors per page of writing. Culturally appropriate information, tone, or topics are included. 60 points
Total				180 total points

Assignment Rubric- Academic Journal Pair and Share

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Required Components	<p>Response clearly includes less than 50% of assigned reading and video in both units of the module as assigned. Each assigned reading or video is thoughtfully included with 1 example of: annotated bibliography, bulleted notes, graphical organizers, mind maps, questions or ideas about the readings, reflective response ideas for future research, personal or real-world applications, connections to behavior analysis, connections with other classes, or anything else that piques your interest and shows how well you read the materials.</p> <p>Did not send to peers for review.</p> <p>0-1 points</p>	<p>Response clearly includes 50% of assigned reading and video in both units of the module as assigned. Each assigned reading or video is thoughtfully included with 1 example of: annotated bibliography, bulleted notes, graphical organizers, mind maps, questions or ideas about the readings, reflective response ideas for future research, personal or real-world applications, connections to behavior analysis, connections with other classes, or anything else that piques your interest and shows how well you read the materials.</p> <p>Sent to peers for review.</p> <p>2-3 points</p>	<p>Response clearly includes 75% of assigned reading and video in both units of the module as assigned. Each assigned reading or video is thoughtfully included with 1 example of: annotated bibliography, bulleted notes, graphical organizers, mind maps, questions or ideas about the readings, reflective response ideas for future research, personal or real-world applications, connections to behavior analysis, connections with other classes, or anything else that piques your interest and shows how well you read the materials.</p> <p>Sent to peers for review.</p> <p>3-4 points</p>	<p>Response clearly includes each reading and video in both units of the module as assigned. Each assigned reading or video is thoughtfully included with 1 example of: annotated bibliography, bulleted notes, graphical organizers, mind maps, questions or ideas about the readings, reflective response ideas for future research, personal or real-world applications, connections to behavior analysis, connections with other classes, or anything else that piques your interest and shows how well you read the materials.</p> <p>Sent to peers for review.</p> <p>5 points</p>
Description of Knowledge Gleaned from Materials	<p>Response demonstrates a lack of reflection on the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are missing, inappropriate, and/or unsupported.</p> <p>0-3 points</p>	<p>Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are unsupported or supported with flawed arguments.</p> <p>4-6 points</p>	<p>Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.</p> <p>7-10 points</p>	<p>Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in assigned course materials. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.</p> <p>10 points</p>
Writing	<p>Writing is unclear and disorganized. Thoughts ramble and make little sense. There more than 3 errors per page for spelling, grammar, or syntax errors throughout the writing.</p> <p>0-1 points</p>	<p>Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than two spelling, grammar, or syntax errors per page of writing.</p> <p>2-3 points</p>	<p>Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than one spelling, grammar, or syntax errors per page of writing.</p> <p>3-4 points</p>	<p>Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no spelling, grammar, or syntax errors per page of writing.</p> <p>10 points</p>
Total				20 total points

Course Schedule, Tentative Itinerary, Assignments, and Grading

Extra Assignments for a Study Abroad Course:

- Global Perspectives Inventory Pre-Test (Pre-GPI) – Due in Week after Last day of add/drop
- Pre-Departure Orientation – Health & Safety – Due in end of the month when the semester starts *Term I Calendar*
- Pre-Departure Orientation – Academic & Country Specific by Faculty and Logistic by IPS – Complete in the week after Last Day of Add/Drop *Term I Calendar*
- International Travel Registration (ITR) – Full points if completed by deadline, no points if not completed by deadline
- In-Country Attendance & Engagement
- Professional & Behavioral Comportment
- Capstone Assignment
- Global Perspectives Inventory Post-Test (Post-GPI) – Frist Week upon Return

Module/PLOs/MLOs/CLOs	Unit/Overview	Readings & Videos	Assignments/Points	Assessment Method/Tool Used
Module 1 Overview– attach powerpoint: Powerpoints will be made if the course is approved. PLOs Addressed: Diversity Professional Behavior Professional Practice CLOs Addressed: 3 6 5 7 9 Module Learning Outcomes (MLO): 3a 5a 6a	Unit 1 Introduction and Preparation for Travel CLOs Addressed: 3 5 6 7	<p>“What to Know Before You Go” TCSPP Study Abroad Pre-Departure Handbook</p> <p>Readings Lyubomirsky, S. (2008): Chapter 1</p> <p>Optional: Lyubomirsky, S. (2008): Chapter 2 Chapter 3</p> <p>Thoroughly explore The Official Website of Denmark</p>	<p>Unit 1 Activities & Interactions</p> <ul style="list-style-type: none"> • Introduce Yourself (Required for Attendance Purposes) Initial Post due Wednesday, 11:59pm, CST, of the first week of class. MLO 7a • Complete Pre-Survey: Global Perspectives Inventory (GPI): log information will be sent to you via email. Complete no later than Sunday, 11:59pm, CST MLO 3a • Complete International Travel Registration: https://my.thechicagoschool.edu/community/studentresources/ie/Pages/Travel-Database.aspx Complete no later than Sunday, 11:59pm, CST MLO 6a • Unit 1 Discussion 1: What is your Global Perspective? 	<p>Mandatory to stay in the course</p> <p>C/NC, 10 points</p> <p>20 points awarded if complete by due date. No points awarded if not complete by due date. Mandatory for travel.</p> <p>Rubric, 20 points</p>

<p>7a 9c 9d</p>			<p>What has been the extent of your contact with Denmark?</p> <p>How do you anticipate this experience will impact your personal and professional life? In what ways?</p> <p>What did you learn about yourself from completing the Global Perspectives Inventory? How do you anticipate your perspective on happiness and wellbeing will change after your international experience?</p> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST MLO 3a MLO 5a</p>	
	<p>Unit 2 Science Equal to the Challenge of the Human Condition</p> <p>CLOs Addressed: 9</p>	<p>Readings Biglan, A. (2015). Foreword Chapter 1</p> <p>Follette, W. C., Linnerooth, P. J., & Ruckstuhl, L. E. (2001). Positive psychology: A clinical behavior analytic perspective. <i>Journal of Humanistic Psychology, 41</i>(1), 102-134. doi:10.1177/00221678014111007</p> <p>Gambrill, E. (2012). Birds of a feather: Applied behavior analysis and quality of life. <i>Research on Social Work Practice, 23</i>(2), 121-140. doi:10.1177/1049731512465775</p>	<p>Unit 2 Activities & Interactions</p> <ul style="list-style-type: none"> • Compare and Contrast Table <p>Create a 1 -page table or chart that compares and contrasts the goals and interventions of Behavior Analysis and Positive Psychology. What are the points of overlap? How are the philosophies or aims complementary or different? What can behavior analysis as a field 'take away' from positive psychology, while remaining radical behaviorism?</p> <p>Information for the chart, as well as citations, should be solely drawn from assigned readings. Internet sources are not accepted for this assignment.</p> <p>End the assignment by writing a 200-word reflective response to Biglan's suggestion that behavioral sciences can build a nurturing society. Be specific enough that I know you read the assigned pages carefully and thoughtfully. Does this idea align with your philosophy of science and human behavior change?</p>	<p>Rubric, 20 points</p>

		<p>Seligman, M. E., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. <i>American Psychologist</i>, 55(1), 5-14. doi:10.1037/0003-066x.55.1.5</p> <p>Optional Advanced Radical Behaviorist Reading: Keenan, M. (1996). Teaching about private events in the classroom. <i>Behavior and Social Issues</i>, 6(2).</p> <p>Video Seligman, M. (2010, December 21). Martin Seligman: The new era of positive psychology [Video file]. Retrieved from http://www.ted.com/talks/martin_seligman_on_the_state_of_positive_psychology</p>	<p>This will be very important preparation for your final paper, which relates to this topic of the intersection between disciplines, so be thoughtful and organized in your approach!</p> <p>Complete no later than Sunday, 11:59pm, CST MLO 9c MLO 9d</p>	
<p>Module 2 Overview– attach powerpoint:</p> <p>PLOs Addressed: Diversity Professional Behavior Professional Practice</p> <p>CLOs Addressed: 1 6 9</p> <p>MLOs Addressed: 1a 6a 9a 9c 9d</p>	<p>Unit 3 A Life Worth Living: Happiness and Well-being</p> <p>CLOs Addressed: 1 6 9</p>	<p>Readings The Happy Danes</p> <p>Alexander, J., & Sandahl, I. D. (2016). Introduction Chapter 1 Chapter 4</p> <p>Green, C. W., & Reid, D. H. (1996). Defining, validating, and increasing indices of happiness among people with profound multiple disabilities. <i>Journal of Applied Behavior Analysis</i>, 29(1), 67-78.</p>	<p>Unit 3 Activities & Interactions</p> <ul style="list-style-type: none"> Attend Pre-Departure Orientation: log in information will be sent to you via email. <p>MLO 6a</p> <ul style="list-style-type: none"> Academic Journal Pair and Share <p><i>Making time to thoughtfully read the articles and books and watch the videos is critical to your success and transformational learning! For this reason, a meaningful part of your grade comes from carefully demonstrating <u>thorough</u> reading, viewing, and reflection. You will also bring the journal to Denmark and use it during our guided discussion and field trips. Quotes and references from it will be used for your Capstone Project, too.</i></p>	<p>20 if you attend, 0 if you do not. Mandatory for travel.</p> <p>20, rubric</p>

		<p>Gruber, J., Mauss, I. B., & Tamir, M. (2011). <i>A dark side of happiness? How, when, and why happiness is not always good. Perspectives on Psychological Science, 6</i>(3), 222-233.</p> <p>Park, N., Peterson, C., & Seligman, M. E. (2004). Strengths of character and well-being. <i>Journal of social and Clinical Psychology, 23</i>(5), 603-619.</p> <p>Verdugo, M. A., Schalock, R. L., Keith, K. D., & Stancliffe, R. J. (2005). Quality of life and its measurement: important principles and guidelines. <i>Journal of intellectual disability research, 49</i>(10), 707-717.</p> <p>Videos</p> <p>Gilbert, D. (2004, February). Dan Gilbert: The surprising science of happiness [Video file]. Retrieved from http://www.ted.com/talks/dan_gilbert_asks_why_are_we_happy</p>	<p>This regularly repeated assignment includes creating a Happiness, Well-being, and Meaning <i>academic</i> "journal." The journal should include notes or reflections for every reading in the course, clearly indicated by author and year.</p> <p>As you read each week, you will create an annotated bibliography, write bulleted notes, create graphical organizers, make mind maps, or reflective responses to each reading in both units of the module as assigned. Responses can include questions or ideas about the readings, ideas for future research, personal or real-world applications, connections to behavior analysis, connections with other classes, or anything else that piques your interest and shows how well you read the materials. The format is completely up to you, as long as you engage with each assigned reading and clearly indicate by author and year. Read the Capstone Assignment description and rubric, and use this assignment to start preparing for it!</p> <p>You will be assigned 2-3 partners to whom you email your academic journal each week for a review and comment. You will meet your small group in person to explore your academic journey while in Denmark. You are welcome to talk on the phone or by GoToMeeting during the week, too!</p> <p>The goal is to create a contingency to help you commit to a meaningful academic goal, on time, as well as to help you connect closely with classmates in your social community around meaningful topics.</p> <p>Here are key areas to ponder that will help you with the final project, too:</p> <ul style="list-style-type: none"> • Make cross cultural connections between your culture and the Danes. • Note ideas of how you can apply what you are learning in our greater society. 	
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			<ul style="list-style-type: none"> Carefully consider how the values of positive psychology inform behavioral science. Think critically about the research available. What other behavior analytic research should be done to further explore the topic? <p>I will expect at least 1-page of writing for each module, but you are welcome to write more if it helps you process and learn.</p> <p>Submit your journal entry and evidence of group collaboration here (ex: a copy of emails or log of time spent on calls).</p> <p>Complete no later than Sunday, 11:59pm, CST MLO 1a MLO 9c and 9d</p> <ul style="list-style-type: none"> Happiness Activity: Cultivating Optimism <i>This week, we begin the 1st of 15 personal happiness activities. This will also directly inform your Capstone Sustainable Happiness Project, so really commit to doing them well and on time. Give yourself the gift of habits of happiness. Learn how these same habits might help you with your clients, too. Consider how you can use what you learn to better society.</i> <p>Complete the “Best Possible Selves” Diary on page 108 of Lyubomirsky, S. (2008).</p> <p>Add a paragraph of how this intervention might be useful in your clinical or professional life.</p> <p>Complete no later than Sunday, 11:59pm, CST MLO 9a</p>	<p>20, rubric</p>
	<p>Unit 4 Meaning in Our Lives</p>	<p>Readings Danish Open Prisons</p>	<p>Unit 4 Activities & Interactions</p>	<p>20, rubric</p>

	<p>CLOs Addressed: 9</p>	<p>McDonald, M. J., Wong, P. T., & Gingras, D. T. (2012). Meaning-in-life measures and development of a brief version of the Personal Meaning Profile. In P. T. P. Wong (Ed.), <i>The human quest for meaning: Theories, research, and applications</i> (2nd ed.). New York, NY: Routledge.</p> <p>Myers, D. G. (2000). The funds, friends, and faith of happy people. <i>American psychologist</i>, 55(1), 56.</p> <p>Yadavaia, J. E., & Hayes, S. C. (2009). Values in acceptance and commitment therapy: A comparison with four other approaches. <i>Hellenic Journal of Psychology</i>, 6, 244-272.</p> <p>Videos Pacholke, D. (2014, March). Dan Pacholke: How prisons can help inmates live meaningful lives [Video file]. Retrieved from http://www.ted.com/talks/dan_pacholke_how_prisons_can_help_inmates_live_meaningful_lives</p> <p>Your Choice, 1-2 from: Talks to Find Your Purpose</p>	<ul style="list-style-type: none"> • Happiness Activity: Committing to Your Goals: Read and Complete Lyubomirsky’s Happiness Activity #10. Reading starts on page 205 and the exercise is on page 214. <p>MLO 9a</p> <p>Complete no later than Sunday, 11:59pm, CST</p> <ul style="list-style-type: none"> • Happiness Activity: Using Character Strengths in a New Way “Values in Action” signature strengths using the VIA Signature Strengths - Questionnaire at www.authentichappiness.org. Choose one of your top signature strengths and spend 30 minutes each day for three days immersed in a related activity (the same or a variety). For example, if a top signature strength is appreciation of beauty and mastery, and your passion is music, choose a favorite performer, and really listen for 30 minutes – immerse yourself, eyes closed, no distractions, etc. If it is love of learning, pick up a book solely for enjoyment or go to the museum, etc. <p>Add a paragraph of how this intervention might be useful in your clinical or professional life.</p> <p>Start no later than Wednesday. Complete no later than Sunday, 11:59pm, CST</p> <p>MLO 9a</p>	<p>20, rubric</p>
<p>Module 3 Overview– attach powerpoint:</p> <p>PLOS Addressed: Diversity Professional Practice</p>	<p>Unit 5 Cultural Considerations and Denmark</p> <p>CLOs Addressed: 10 9</p>	<p>Readings Jeffrey, K., Wheatley, H. and Abdallah, S. (2016). <i>The happy planet index 2016: A global index of sustainable wellbeing</i>. Retrieved from</p>	<p>Unit 5 Activities & Interactions</p> <ul style="list-style-type: none"> • Complete Academic Journal Pair and Share • ** This week, be sure your Journal critically analyze the consistent ranking of Denmark as one of the happiest nations 	<p>20, rubric</p> <p>10, rubric</p>

<p>CLOs Addressed: 2 3 9 10</p> <p>MLOs Addressed: 2a 3b 9a 9c 9d 10a</p>		<p>http://happyplanetindex.org/s/NEF_HPI-BRIEFING_WIP.pdf</p> <p>Helliwell, J., Layard, R., & Sachs, J. (2016). <i>World happiness report 2016, update (Vol. 1)</i>. New York: Sustainable Development Solutions Network.</p> <p>The Happiness Research Institute (2014). <i>The happy Danes: Exploring the reasons behind the high levels of happiness in Denmark</i>. Retrieved from http://www.happinessresearchinstitute.com/download/i/markdl/u/4012182887/4617999983/TheHappyDanes.pdf</p> <p>Oishi, S., Graham, J., Kesebir, S., & Galinha, I. C. (2013). Concepts of happiness across time and cultures. <i>Personality and Social Psychology Bulletin</i>, 39(5), 559-577.</p> <p>Videos Reuters (March, 2016). Report: <i>Denmark world's happiest country [Video file]</i>. Retrieved from http://www.reuters.com/video/2016/03/16/report-denmark-worlds-happiest-country?videoId=367765533</p> <p>Wiking, M. (2016). The dark side of happiness. [Video file]. Retrieved from https://video.search.yahoo.com</p>	<p>on earth. What are the ethical and practical issues with this? Is it valid? Submit your journal entry and evidence of group collaboration here (ex: a copy of emails or log of time spent on calls).</p> <p>Complete no later than Sunday, 11:59pm, CST MLO 2a MLO 9c and 9d MLO 10a</p> <ul style="list-style-type: none"> • Discussion Forum As you read about Denmark and the Danes, reflect on our pre-departure orientation. Revisit The Official Website of Denmark and explore current 'hot topics' in Denmark by doing some current events searches online. <p>How do current community concerns and cultural practices appear to differ between your community and the Danish? What shared issues do you recognize?</p> <p>What suggestions do we have for etiquette while abroad in Denmark, ways to enhance group dynamics and best practices for travelling in our group.</p> <p>What questions do we have?</p> <p>Initial Post Due Wednesday, 11:59pm, CST Final post due no later than Sunday, 11:59pm, CST MLO 2a and 3b</p> <ul style="list-style-type: none"> • Happiness Activity: Savoring Life's Joys: Read and complete 1 of Lyubomirsky's Happiness Activity #9. Reading starts on page 190 and students should try at least one strategy per day for three days. Per the author's advice, you should not write about your savoring activities during the week. 	<p>20, rubric</p>
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	<p>Unit 6 Positivity and Gratitude</p> <p>CLOs Addressed: 9</p>	<p>Readings</p> <p>Alexander, J., & Sandahl, I. D. (2016). Chapter 3</p> <p>Lyubomirsky, S. (2008): Foreword to Part 2</p> <p>Calkin, A. B., & Pennypacker, H. S. (2003). A minute a day makes good feelings grow. <i>European Journal of Behavior Analysis</i>, 4(1-2), 5-11.</p> <p>Emmons, R. A., & McCullough, M. E. (2003). Counting blessings versus burdens: an experimental investigation of gratitude and subjective well-being in daily life. <i>Journal of personality and social psychology</i>, 84(2), 377.</p> <p>Flora, S. R. (2000). Praise's magic reinforcement ratio: Five to one</p>	<p>Unit 6 Activities & Interactions</p> <ul style="list-style-type: none"> • Happiness Activity: Expressing Gratitude (3 Good Things): Keep at least 5 days of a Gratitude Journal this week. Lyubomirsky describes a variation of this on page 95. Specific instructions for this assignment are drawn from Seligman, Steen, Park, and Peterson (2005): At the end of each day, write down three things that went well during the day. In addition, try to provide a causal explanation for each good thing. Why did it happen? <p>Add a paragraph of how this intervention might be useful in your clinical or professional life. Submit both the journal and application to professional life here.</p> <p>Start no later than Monday Complete no later than Sunday, 11:59pm, CST MLO 9a</p>	<p>20, rubric 20, rubric</p>

		<p>gets the job done. <i>The Behavior Analyst Today</i>, 1(4), 64.</p> <p>Video Ricard, M. (2004). Matthieu Ricard: The habits of happiness. [Video file]. Retrieved from http://www.ted.com/talks/matt-ricard-on-the-habits-of-happiness</p>	<ul style="list-style-type: none"> • Happiness Activity: The Gratitude Visit This paper involves two steps: writing and delivering a Gratitude Letter, as well as writing a reflection on the experience of delivering this letter to its recipient. See specific instructions in A version of this activity can be reviewed on Lyubomirsky page 97. <u>For this assignment you are required to read the letter to the person or by phone.</u> Write a 2 paragraph reflection about the experience and process. Add a paragraph of how this intervention might be useful in your clinical or professional life. Submit both the reflection and application practice paragraph here. You are not required to turn in the Gratitude Letter you write, but I would be happy to read it! <p>Start no later than Monday Complete no later than Sunday, 11:59pm, CST MLO 9a</p>	
<p>Module 4 Overview– attach powerpoint:</p> <p>PLOs Addressed: Diversity Professional Practice</p> <p>CLOs Addressed: 1 2 9</p> <p>MLOs Addressed: 1a 2a 9a 9c 9d</p>	<p>Unit 7 Social Connections</p> <p>CLOs Addressed: 1 2 9</p>	<p>Readings Biglan, A. (2015). Chapter 10</p> <p>Alexander, J., & Sandahl, I. D. (2016). Chapter 7</p> <p>Diener, E., & Seligman, M. E. (2002). Very happy people. <i>Psychological science</i>, 13(1), 81-84.</p> <p>Fowler, J. H., & Christakis, N. A. (2008). Dynamic spread of happiness in a large social network: longitudinal analysis over 20 years in the</p>	<p>Unit 7 Activities & Interactions</p> <ul style="list-style-type: none"> • Complete Academic Journal Pair and Share • Submit your journal entry and evidence of group collaboration here (ex: a copy of emails or log of time spent on calls). <p>Complete no later than Sunday, 11:59pm, CST MLO 2a MLO 9c and 9d</p> <ul style="list-style-type: none"> • Happiness Activity: Nurturing Social Relationships. Review the readings in Lyubomirsky beginning on page 138. Select any of the strategies and try three during the week. Write a 2 paragraph reflection about the experience and process. Which did you try? What worked well? 	<p>20, rubric</p> <p>20, rubric 20, rubric</p>

		<p>Framingham Heart Study. <i>Bmj</i>, 337, a2338.</p> <p>Otake, K., Shimai, S., Tanaka-Matsumi, J., Otsui, K., & Fredrickson, B. L. (2006). Happy people become happier through kindness: A counting kindnesses intervention. <i>Journal of Happiness Studies</i>, 7(3), 361-375.</p> <p>Webpage Danish Hygge</p> <p>Christakis, N. (2010, February) Nicholas Christakis: The hidden influence of social networks. [Video file]. Retrieved from http://www.ted.com/talks/matt_hieu_ricard_on_the_habits_of_happiness</p> <p>Waldiner, R. (2015, November) Robert Waldinger: What makes a good life? Lessons from the longest study on happiness+ [Video file]. Retrieved from http://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness</p>	<p>Add a paragraph of how this intervention might be useful in your clinical or professional life.</p> <p>Submit your journal entry and evidence of group collaboration here (ex: a copy of emails or log of time spent on calls).</p> <p>Start no later than Wednesday Complete no later than Sunday, 11:59pm, CST MLO 1a MLO 9a</p> <ul style="list-style-type: none"> • Happiness Activity: Hygge Oath – Write your own version of a Hygge Oath, customized to your family situation. You may choose instead to do this exercise with a close group of friends. Write the Oath together after discussion about Hygge, and then practice at least one “Hygge time” together before the end of the week. Write a 2 paragraph reflection about the experience and process. Add a paragraph of how this intervention might be useful in your clinical or professional life. <p>Start no later than Wednesday Complete no later than Sunday, 11:59pm, CST MLO 9a</p>	
	<p>Unit 8 Managing Stress & Mindfulness</p> <p>CLOs Addressed: 9a</p>	<p>Readings Alexander, J., & Sandahl, I. D. (2016). Chapter 2</p>	<p>Unit 8 Activities & Interactions</p> <ul style="list-style-type: none"> • Happiness Activity: Meditation- Review the readings in Lyubomirsky beginning on page 227, if you’d like to do so. Using her suggestions, try meditating for 5 days this week for at least 10 minutes. If you prefer, 	<p>20, rubric</p>

	<p>Bass, R. (2010). Zen and behavior analysis. <i>The Behavior Analyst</i>, 33(1), 83.</p> <p>de Bruin, E. I., Meppelink, R., & Bögels, S. M. (2015). Mindfulness in higher education: Awareness and attention in university students increase during and after participation in a mindfulness curriculum course. <i>Mindfulness</i>, 6(5), 1137-1142.</p> <p>Gable, S. L., & Gosnell, C. L. (2011). The positive side of close relationships. <i>Designing positive psychology: Taking stock and moving forward</i>, 265-279.</p> <p>The Happiness Research Institute (2015). <i>The Facebook experiment</i>. Retrieved from http://www.happinessresearchinstitute.com/download/i/markdl/u/4012182887/4624845731/The%20Facebook%20Experiment.pdf</p> <p>O'Donovan, A., & May, S. (2007). The advantages of the mindful therapist. <i>Psychotherapy in Australia</i>, 13(4), 46.</p> <p>Videos</p> <p>Puddicombe, A. (2012, November). Andy Puddicombe: All it takes is 10 mindful minutes [Video file]. Retrieved from http://www.ted.com/talks/andy</p>	<p>you can try a guided meditation app such as “Headspace” or “Calm.” How you do this is up to you, but you must try at least 5 days this week! (Feel free to email me right now and prompt me to meditate, too! 😊) Write a 2 paragraph reflection about the experience and process. Add a paragraph of how this intervention might be useful in your clinical or professional life.</p> <p>***During this same time period, I strongly encourage you to practice daily and repeated mindfulness as described on page 197 In particular, try being mindful with family and at work.</p> <p>Start no later than Wednesday Complete no later than Sunday, 11:59pm, CST MLO 9a</p>	
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		_puddicombe_all_it_takes_is_10_mindful_minutes		
<p>Module 5</p> <p>Overview– attach powerpoint:</p> <p>PLOs Addressed: Diversity Professional Practice</p> <p>CLOs Addressed: 1 2 9</p> <p>MLOs Addressed: 1a 2a 9a 9c 9d</p>	<p>Unit 9</p> <p>Meaningful Work and Goal Setting</p> <p>CLOs Addressed: 1 2 9</p>	<p>Readings</p> <p>Happiness at Work: What Danish Employees Have to Cheer About</p> <p>Work/Life Balance the Danish Way</p> <p>Csikszentmihalyi, M. (1999). If we are so rich, why aren't we happy?. <i>American psychologist</i>, 54(10), 821.</p> <p>The Happiness Research Institute (2015). <i>The job satisfaction report</i>. Retrieved from http://www.happinessresearchinstitute.com/download/i/mark_dj/u/4012182887/4624845731/The%20Facebook%20Experiment.pdf</p> <p>Wiegand, D. M., & Geller, E. S. (2005). Connecting positive psychology and organizational behavior management: Achievement motivation and the power of positive reinforcement. <i>Journal of Organizational Behavior Management</i>, 24(1-2), 3-25.</p> <p>Videos</p> <p>Conley, C. (2010, February). Chip Conley: Measuring what makes life worthwhile [Video file]. Retrieved from http://www.ted.com/talks/chip</p>	<p>Unit 9 Activities & Interactions</p> <ul style="list-style-type: none"> Complete Academic Journal Pair and Share Submit your journal entry and evidence of group collaboration here (ex: a copy of emails or log of time spent on calls). <p>Complete no later than Sunday, 11:59pm, CST</p> <p>MLO 1a MLO 2a MLO 9c and 9d</p> <ul style="list-style-type: none"> Happiness Activity: Increasing Flow Experience - Review the information in Lyubomirsky beginning on page 181, if you'd like to do so. Try at least three of the strategies described to increase flow. Write a 2 paragraph reflection about the experience and process. Add a paragraph of how this intervention might be useful in your clinical or professional life. <p>Start no later than Wednesday. Complete no later than Sunday, 11:59pm, CST</p> <p>MLO 9a</p>	<p>20, rubric</p> <p>20, rubric</p>

		<p>conley measuring what makes life worthwhile</p> <p>Csikszentmihalyi, M. (2004, February). Mihaly Csikszentmihalyi: Flow, the secret to happiness [Video file]. Retrieved from http://www.ted.com/talks/mihaly_csikszentmihalyi_on_flow</p> <p>Duckworth, A. (2013, April). Angela Lee Duckworth: Grit: The power of passion and perseverance [Video file]. Retrieved from http://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance</p>		
	<p>Unit 10 Taking Care of Self</p> <p>CLOs Addressed: 9</p>	<p>Readings</p> <p>Barnett, J. E., Baker, E. K., Elman, N. S., & Schoener, G. R. (2007). In pursuit of wellness: The self-care imperative. <i>Professional Psychology: Research and Practice, 38</i>(6), 603a.</p> <p>Bass, R. (2010). Zen and Behavior Analysis. <i>The Behavior Analyst, 33</i>(1), 83.</p> <p>Callaghan, P. (2004). Exercise: a neglected intervention in mental health care?. <i>Journal of psychiatric and mental health nursing, 11</i>(4), 476-483.</p> <p>Danner, D. D., Snowdon, D. A., & Friesen, W. V. (2001). Positive</p>	<p>Unit 10 Activities & Interactions</p> <p>Happiness Activity: Taking Care of Your Body - Complete <i>either</i> Lyubomirsky's "Physical Activity" on page 244 or "Acting Like a Happy Person" on page 250. Do the activity a few times during the week. Write a 2 paragraph reflection about the experience and process. Add a paragraph of how this intervention might be useful in your clinical or professional life.</p> <p>Start no later than Wednesday. Complete no later than Sunday, 11:59pm, CST MLO 9a</p>	<p>20, rubric</p>

		<p>emotions in early life and longevity: findings from the nun study. <i>Journal of personality and social psychology</i>, 80(5), 804.</p> <p>How to Nap</p> <p>Seligman, M. E. (2008). Positive health. <i>Applied psychology</i>, 57(s1), 3-18.</p> <p>Videos Buettner, D. (2009, September). Dan Buettner: How to live to be 100+ [Video file]. Retrieved from http://www.ted.com/talks/dan_buettner_how_to_live_to_be_100</p>		
<p>Module 6 Overview– attach powerpoint:</p> <p>PLOs Addressed: Diversity Professional Practice</p> <p>CLOs Addressed: 1 9</p> <p>MLOs Addressed: 1a 9a 9c 9d</p>	<p>Unit 11 Nurturing Families</p> <p>CLOs Addressed: 1 9</p>	<p>Readings Biglan, A. (2015). Chapter 2</p> <p>Alexander, J., & Sandahl, I. D. (2016). Chapter 6</p> <p>Dermer, M. L. (2006). Towards understanding the meaning of affectionate verbal behavior; towards creating romantic loving. <i>The Behavior Analyst Today</i>, 7(4), 452.</p> <p>Durand, V. M., Hieneman, M., Clarke, S., & Zona, M. (2009). Optimistic parenting: Hope and help for parents with challenging children. In <i>Handbook of positive behavior</i></p>	<p>Unit 11 Activities & Interactions</p> <ul style="list-style-type: none"> • Complete Academic Journal Pair and Share Submit your journal entry and evidence of group collaboration here (ex: a copy of emails or log of time spent on calls). <p>Complete no later than Sunday, 11:59pm, CST MLO 1a MLO 9c and 9d</p> <p>Happiness Activity: Developing Strategies for Coping – Complete Lyubomirsky’s “Finding meaning through expressive writing” on page 163. For our class, I ask that you write or type about your experience for 2 minutes per day for three days this week. (Burton and King (2008) found 2-minute writing to reduce physical health complaints, so we will try this amount of time for our class activity.)</p>	<p>20, rubric</p> <p>20, rubric</p> <p>20, rubric</p>

		<p><i>support</i> (pp. 233-256). Springer US.</p> <p>Gable, S. L., Gonzaga, G. C., & Strachman, A. (2006). Will you be there for me when things go right? Supportive responses to positive event disclosures. <i>Journal of personality and social psychology</i>, 91(5), 904.</p> <p>Nelson, S. K., Kushlev, K., & Lyubomirsky, S. (2014). The pains and pleasures of parenting: When, why, and how is parenthood associated with more or less well-being?. <i>Psychological Bulletin</i>, 140(3), 846.</p> <p>Videos Pasricha, N. (2004, February). Neil Pasricha: The 3 a's of awesome [Video file]. Retrieved from http://www.ted.com/talks/neil_pasricha_the_3_a_s_of_awesome</p> <p>Abigail Calkin, Guest Speaker: A Minute a Day Makes Good Feelings Grow</p>	<p>Write a 2 paragraph reflection about the experience and process. Add a paragraph of how this intervention might be useful in your clinical or professional life. **Do not submit what you wrote about the distressing event.</p> <p>Start no later than Monday Complete no later than Sunday, 11:59pm, CST MLO 9a</p> <ul style="list-style-type: none"> • Happiness Activity: A Minute a Day Makes Good Feelings Grow – Watch the Abigail Calkin lecture, then review Calkin Pennypacker (2003) again. Spend 5 days trying her procedure for positivity. You should submit your data as a graph (Excel, handmade, or celeration chart is fine). Write a 2 paragraph reflection about the experience and process. Add a paragraph of how this intervention might be useful in your clinical or professional life. <p>Start no later than Monday Complete no later than Sunday, 11:59pm, CST MLO 9a</p>	
	<p>Unit 12 Nurturing Schools</p> <p>CLOs Addressed: 9</p>	<p>Readings Biglan, A. (2015). Chapter 3</p> <p>Lifelong Learning: Danish Ministry for Children, Education, and Gender Equality</p>	<p>Unit 12 Activities & Interactions</p> <p>Happiness Activity: Practicing Acts of Kindness - Complete Lyubomirsky's "Practicing Acts of Kindness" starting on page 131. Try to engage in kindness for at least 3 days.</p>	<p>20, rubric</p>

	<p>Alexander, J., & Sandahl, I. D. (2016). Chapter 5</p> <p>Carr, E. G., & Horner, R. H. (2007). The expanding vision of positive behavior support research perspectives on happiness, helpfulness, hopefulness. <i>Journal of positive behavior interventions, 9</i>(1), 3-14.</p> <p>Martens, B. K., & Witt, J. C. (2004). Competence, persistence, and success: The positive psychology of behavioral skill instruction. <i>Psychology in the Schools, 41</i>(1), 19-30.</p> <p>Seligman, M. E., Ernst, R. M., Gillham, J., Reivich, K., & Linkins, M. (2009). Positive education: Positive psychology and classroom interventions. <i>Oxford review of education, 35</i>(3), 293-311.</p> <p>Optional Reading: Steed, E. A., & Durand, V. M. (2013). Optimistic teaching: Improving the capacity for teachers to reduce young children's challenging behavior. <i>School mental health, 5</i>(1), 15-24.</p> <p>Videos Feiler, B. (2010, October). Bruce Feiler: The council of dads [Video file]. Retrieved from</p>	<p>Write a 2 paragraph reflection about the experience and process. Add a paragraph of how this intervention might be useful in your clinical or professional life.</p> <p>Start no later than Wednesday. Complete no later than Sunday, 11:59pm, CST MLO 9a</p>	
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		http://www.ted.com/talks/bruce-feiler-the-council-of-dads		
<p>Module 7 Overview– attach powerpoint:</p> <p>PLOs Addressed: Diversity Professional Behavior Professional Practice</p> <p>CLOs Addressed: 9</p> <p>MLOs Addressed: 9a 9c 9d</p>	<p>Unit 13 Money and Public Policy</p> <p>CLOs Addressed: 9</p>	<p>Readings Biglan, A. (2015). Chapter 6 Chapter 7 Chapter 8 Chapter 9</p> <p>Adler, A., & Seligman, M. E. (2016). Using wellbeing for public policy: Theory, measurement, and recommendations. <i>International Journal of Wellbeing</i>, 6(1).</p> <p>Diener, E., & Seligman, M. E. (2004). Beyond money toward an economy of well-being. <i>Psychological science in the public interest</i>, 5(1), 1-31.</p> <p>Dunn, E. W., Gilbert, D. T., & Wilson, T. D. (2011). If money doesn't make you happy, then you probably aren't spending it right. <i>Journal of Consumer Psychology</i>, 21(2), 115-125.</p> <p>Schwartz, B. (2004). The tyranny of choice. <i>Scientific American</i>, 290(4), 70-75.</p> <p>Videos Beal, D. (2015). Douglas Beal: An alternative to GDP that encompasses our wellbeing [Video file]. Retrieved from www.ted.com/watch/ted-institute/ted-bcg/douglas-beal-an-alternative-to-gdp</p>	<p>Unit 13 Activities & Interactions</p> <ul style="list-style-type: none"> • Complete Academic Journal Pair and Share • <i>Only readings for Unit 13 are required for this Pair and Share</i> Submit your journal entry and evidence of group collaboration here (ex: a copy of emails or log of time spent on calls). <p>Complete no later than Sunday, 11:59pm, CST MLO 9c and 9d</p> <p>Happiness Activity: Practicing Religion and Spirituality - Review Lyubomirsky's "Practicing Religion and Spirituality" starting on page 235. Write a 2 paragraph reflection about how you might wish to incorporate more religion or spirituality to enhance your well-being. Add a paragraph of how this intervention might be useful in your clinical or professional life.</p> <p>Complete no later than Sunday, 11:59pm, CST MLO 9a</p>	<p>20, rubric</p> <p>20, rubric</p>

	<p>Unit 14 Positivity in the Future of Behavior Analysis</p> <p>CLOs Addressed: 9</p>	<p>Readings Biglan, A. (2015). Chapter 11</p> <p>Adams, N. (2012). Skinner's Walden Two: An anticipation of positive psychology? <i>Review of General Psychology, 16</i>(1), 1-9. doi:10.1037/a0026439</p> <p>Houmanfar, R. A., Alavosius, M. P., Morford, Z. H., Herbst, S. A., & Reimer, D. (2015). Functions of organizational leaders in cultural change: Financial and social well-being. <i>Journal of Organizational Behavior Management, 35</i>(1-2), 4-27.</p>	<p>Unit 14 Activities & Interactions **Note, no pair and share required for Unit 14 readings, as another short assignment is due for them.</p> <ul style="list-style-type: none"> • “Future of Behavior Analysis” Writing Assignment – Carefully read these 4 articles. Write a 2-page paper that summarizes the key themes connecting the historical values of behavior analysis with concepts of “human flourishing.” Describe two ways cross-disciplinary collaboration with positive psychology could enhance behaviorism. Finally, critique such a cross-collaboration and describe a risk associated with inter-disciplinary research and theory. <p>Complete no later than Sunday, 11:59pm, CST MLO 9c and 9d</p>	<p>20 points</p>

		<p>Schlinger Jr, H. D. (2015). Behavior analysis and the good life. <i>Philosophy, Psychiatry, & Psychology, 22</i>(4), 267-270.</p> <p>Wolf, M. M. (1978). Social Validity: The Case for Subjective Measurement or How Applied Behavior Analysis Is Finding Its Heart1. <i>Journal of applied behavior analysis, 11</i>(2), 203-214.</p> <p>Optional Advanced ABA Reading: Goldiamond, I. (1974). Toward a constructional approach to social problems: ethical and constitutional issues raised by applied behavior analysis. <i>Behaviorism, 2</i>(1), 1-84.</p>		
<p>Module 8 Overview– attach powerpoint:</p> <p>PLOs Addressed: Diversity Professional Behavior Professional Practice</p> <p>CLOs Addressed: 1 3 4 6 7 8</p> <p>MLOs Addressed: 1a 3a 4a</p>	<p>Unit 15 Overview /Title: Denmark In-country Learning Experience</p> <p>CLOs Addressed: 1 3 4 6 7 8</p>		<p>Unit 15 Activity:</p> <ul style="list-style-type: none"> • Complete Post-Survey: Global Perspectives Inventory (GPI): log information will be sent to you via email. Complete no later than Monday, 11:59pm, CST MLO 3a • Capstone Assignment (Letter version): The final capstone project will be a professionally prepared letter written to the contact person of one organization we visit. A cross-disciplinary (if possible) team of 2-3 students will work to craft each document. The letter should include: <ul style="list-style-type: none"> • Culturally appropriately expressed appreciation for the visit. • Description of a community concern related to happiness and well-being that is 	<p>20 points if completed on time, 0 if late.</p> <p>350, rubric</p> <p>300, rubric</p>

<p>6a 7a 8a</p>			<p>shared by <i>both</i> their own home communities and the organization.</p> <ul style="list-style-type: none"> • A description of at least 2 ways members of the organization are successfully addressing the issue and enhancing happiness and well-being within the Danish culture through behavioral or community intervention. • Generate another 2 meaningful and feasible strategies the members of the organizations, communities or relevant policy makers could consider, based on the research and your own learning experiences during the course. <ul style="list-style-type: none"> ○ The recommendations should each be consistent with values, philosophy, and methods of both positive psychology and behavior analysis, with a goal to enhance subjective wellbeing and happiness of individuals, families, or communities. • At least 2 articles or resources related to the strategies. • A (research-based) suggestion for how the individuals or organizations might define and measure happiness or well-being if they tried to implement and assess the suggested interventions. • A final personal statement from each student that shares an important or transformative personal, professional and academic impact experienced while visiting the organization. • The students should submit to the instructor a version of the letter that has footnotes with peer-reviewed behavioral science or positive psychology literature sufficient to support their findings and recommendations. 	
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			<ul style="list-style-type: none"> ○ Based on what you learned, describe a detailed plan for sustaining happiness practices, which includes 2 meaningful and feasible strategies you will continue to implement, based on the research and learning experiences during the course. <ul style="list-style-type: none"> ▪ Strategies include SMART goals and specific methods the individual will use to foster success. ▪ The recommendations should each be consistent with values, philosophy, and methods of both positive psychology and behavior analysis, with a goal to enhance subjective wellbeing and happiness of individuals, families, or communities. ○ At least 2 articles or resources related to the strategies. ○ A (research-based) suggestion for how you might define and measure happiness or well-being when you tried to implement and assess the suggested interventions. ○ A final personal statement that shares an important or transformative personal, professional and academic impact experienced while completing your happiness activities during the course. 	
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			<p>MLO 1a MLO 4a MLO 6a MLO 8a</p> <ul style="list-style-type: none"> Professional Comportment <p>MLO 7a</p>	
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**Tentative Itinerary
Fall II, 2020
12/8/20-12/17/20**

Students who need ADA assistance should review the information and resources at [Accessibility Accommodations](#)
Please fill out the [ADA Abroad Form](#) and email it to accommodations@thechicagoschool.edu

Date	Activity	Location	Exertion
<p>Students Must Arrive no later than: 3:00 pm Day 1 12/8/20</p>	<p>Include:</p> <ul style="list-style-type: none"> Day: Arrive into Copenhagen and transfer to accommodations Evening: Welcome dinner and orientation Transportation: Airport to accommodations (one group transfer via private coach); 		<p>Walking - 2</p>
<p>Day 2 12/9/20</p>	<ul style="list-style-type: none"> Morning: Enjoy a guided tour of the city by bike, the most popular form of transportation in Copenhagen – alternative local 	<p>Copenhagen Bike Tour CITITEK</p>	<p>Walking – 4 Biking – 5 (optional)</p>

	<p>activity if weather does not permit biking</p> <ul style="list-style-type: none"> • Afternoon: Academic visit to CITITEK to learn more about their efforts to support a healthy and happy urban environment • Meals: Breakfast • Lunch and Dinner on your own 		
<p>Day 3 12/10/20</p>	<ul style="list-style-type: none"> • Morning: visit the first "social shopping" street in Denmark, which contains 7 social enterprises. It's a part of the Social NGO, Settlementet, an organization dating back to 1911. The purpose is to help marginalized citizens of Copenhagen and to create a community for those that are excluded from society. All stores and businesses work with a social, commercial, and a sustainable bottom line. Each business is a community to both those in training and the customers. • Afternoon: Tiovli, Christinia, or Nyhavn markets to experience the Danish cultural holiday traditions of this festive time • Meals: Breakfast • Transportation: Accommodations to visits (public transportation and walking) • Lunch and Dinner on your own 	<p>Copenhagen Settlementet Tiovli, Christinia, or Nyhavn Markets</p>	<p>Walking – 4 Service Learning during interacting with the Social NGO citizens</p>
<p>Day 4 12/11/20</p>	<ul style="list-style-type: none"> • Morning: Visit GAME - a Danish street sport NGO bringing sports and facilities to disadvantaged neighborhoods in the city 	<p>Copenhagen GAME NGO Tivoli Gardens</p>	<p>Walking - 4</p>

	<ul style="list-style-type: none"> • Afternoon: Tivoli Gardens (amusement park and gardens with rides, games, musicals, ballet, and major concerts) a “dear holiday tradition amongst Copenhageners” • Meals: Breakfast, picnic lunch • Transportation: Accommodations to visits (public transportation and walking) • Dinner on your own 		
<p>Day 5 12/12/20</p>	<ul style="list-style-type: none"> • Breakfast provided • Morning: Visit a Raja Yoga Meditation Centre • Late Morning: Tour Freetown Christiania, a self-governing town within Copenhagen • Afternoon: Free time with suggested La Vida Local activities from the Onsite Program Coordinator – consider a much needed nap, social bonding time, or meditation as an alternative • Lunch and Dinner on your own 	<p>Copenhagen Raja Yoga Meditation Centre Late Freetown Christiania La Vida Local</p>	<p>Walking – 4 Meditation - 1</p>
<p>Day 6 12/13/20</p>	<ul style="list-style-type: none"> • Breakfast provided • Day: Self-guided walking tour and small group/full class research activities to plan a full day “Well-being Retreat” for yourself • Lunch and Dinner on your own 	<p>Copenhagen</p>	<p>Walking – 4</p>
<p>Day 7 12/14/20</p>	<ul style="list-style-type: none"> • Day: Well-being Retreat (full day) • Meals: Breakfast • Lunch and Dinner on your own 	<p>Copenhagen</p>	<p>Retreat – 1 Service Learning during community kindness activities</p>
<p>Day 8 12/15/20</p>	<ul style="list-style-type: none"> • Breakfast provided • Morning: visit a socially responsible work community for immigrant women in Malmö, 	<p>Copenhagen Malmö, Sweden</p>	<p>Walking - 4</p>

	<p>Sweden (about a 45 minute train ride from Copenhagen). Meet a social work community who helps immigrant women in Sweden to become economically independent and at the same time integrate them in the Swedish work culture. Today, the community runs several small successful companies based on the talents of the women and the mindset "learning by doing". Listen to a 1-1.5-hour presentation about the community and take a unique 45 minutes guided walk in the multi-ethnic neighborhood where the community started. The visit is a great example of social sustainability and responsibility, and it is a positive story about integration.</p> <ul style="list-style-type: none"> • Transportation: Accommodations to visits (walking and public transportation) • Lunch and Dinner on your own 		
<p>Day 9 12/16/20</p>	<ul style="list-style-type: none"> • Breakfast provided • Day: Optional Kronnburg Castle and Sweden • Transportation: Accommodations to visits (walking and public transportation) • Lunch on your own • Evening: Group farewell dinner • a sustainable cooking class in which we learn to cook with surplus food to reduce waste. could provide some unique insight into Denmark's sustainability initiatives. 	<p>Copenhagen</p>	<p>Walking - 4</p>

Day 10 12/17/29	<ul style="list-style-type: none"> • Morning: Check out of accommodations and transfer to airport for flights home • Meals: Breakfast • Transportation: Accommodations to airport (one group airport transfer) 	Copenhagen	
Students Have Officially Completed the Program: 12/18/18 at 12:00 noon			

Exertion level area	Exertion Rating (1-5)	Description of Exertion
Walking/Climbing/Stairs	2	Most days students will be walking to transportation station about ¼ mile from our hotel. Trains are generally underground and elevators/escalators are not available at every train stop. Students will be walking up to 1 ½ miles from the train station to our partner sites. Visiting our partner sites is a required learning experience.
	4	<p>We will be taking a walking tour of the city. It is expected that we will be walking approximately 10 miles on this day. All students should expect to participate, unless they are physically unable to participate.</p> <p>We may also schedule a biking tour for those that wish to participate, as biking is the most common form of transportation – even in winter.</p>

Biking	4-5	We will be scheduling a biking tour, possibly, will require physical exertion at a level which is comfortable for you. We will be offering a walking option for those that can't use a bike.
Lifting/Digging/Working	0	None
Transportation	2	Students will primarily be utilizing public transportation buses and trains. While they are advertised to be ADA accessible, they are very crowded during the day and may be crowded/ standing room only.

Grading Distribution

Assignments	Points
Global Perspectives Inventory Pre-Test	10
Global Perspectives Inventory Post-Test	10
International Travel Registration- full points awarded if complete by due date. No points awarded if not complete by due date.	20
Discussions (2 @ 10 points each)	20
Writing Assignments (2 @ 20 points each)	40
Academic Journal Pair and Share (6 @ 20 points each)	120
Happiness Experiential Activities (15 and 20 points each)	450
Pre-Departure Orientation Attendance	20
In-Country Attendance & Engagement	200
Professional & Behavioral Comportment	80
Capstone Assignment: Sustainable Happiness Project	300
Total	1270

Letter Grade	Percent of Grade
A	94-100
A-	90-93
B+	88-89

B	83-87
B-	80-82
C	70-79
F	69 and below

Please refer to “Syllabus Part 2: Policies” for additional important information. Click the link below to access.

[CLICK HERE FOR SYLLABUS PART 2: POLICIES](#)

Student Academic Supports and Resources

STUDENT PORTAL FOR UNIVERSITY RESOURCES

my.thechicagoschool.edu

The student portal is a place where you can find quick links to the below resources in one place.

ACADEMIC CATALOG AND STUDENT HANDBOOK

<http://catalog.thechicagoschool.edu/>

BOOKSTORE

Access to the bookstore is found at: <http://thechicagoschool.textbookx.com>.

CANVAS SUPPORT

If you need help accessing your course and materials in the Canvas system, the following resources may be of assistance:

- 1) Search the Canvas Guides which have a plethora of detailed videos, step-by-step instructions, and links: <http://guides.instructure.com/>
- 2) Access the community user boards and discussions.
- 3) Ask HelpDesk:
 - a. Submit a ticket with your question or issue by filling out the form provided in the course.
 - b. Contact the Help Desk by phone: 855-745-8169
 - c. Have a live IM chat with a HelpDesk representative.

IT SUPPORT

Students may contact HelpDesk by:

Phone: (800) 747-8367

Email: helpdesk@tcsedsystem.edu

Website: <http://helpdesk.tcsedsystem.edu>

Hours

	Pacific time	Central time	Eastern time
Weekdays	5:00 am to 7:00 pm	7:00 am to 9:00 pm	8:00 am to 10:00 pm
Weekend	7:00 am to 3:00 pm	9:00 am to 5:00 pm	10:00 am to 6:00 pm

If you submit an email or leave a voicemail afterhours, the Help Desk will reply the next day. The Canvas Help Desk and the self-service [password reset](#) portal are available 24 hours a day.

LIBRARY RESOURCES

Access to The Chicago School Library and additional resources is found at each of the homepages for the Campus libraries:

- Chicago (and Online campus): <http://chi.librarypass.org/>
- Southern California (and Online campus): <http://la.librarypass.org/>
- Washington DC (and Online campus): <http://dc.librarypass.org/>

Online campus students may use any of these resources. Patrons can access articles via the Search our Databases portal or search for books, test kits, and videos via the Search our Catalog portal.

ONLINE CAMPUS WRITING CENTER (OCWC)

The OCWC offers several resources and services to online students:

- 1:1 Writing consultations for course work, master's theses, and dissertation proposal chapters
- 1:1 Dissertation/capstone chapter reviews for students who have completed their core course work
- Workshops and seminars on academic and professional writing
- A comprehensive website offering resources on academic and professional writing
- Customized support and resources for multilingual students
- Academic Success Programs:
- Academic Writing Seminar
- Graduate Student Success Program

Email: onlinewritingcenter@thechicagoschool.edu

Website: [OCWC Home Page](#)