



Program.....  
 Course title.....  
 Course code.....

Academic degree level  Bachelor  Graduate Diploma  Master  
 Higher Graduate Diploma  Doctor  
 Faculty / College / Institute.....  
 Department.....

## TQF 3 Course Specification

### Section 1 General Information

#### 1. Course Code and Title

In Thai .....

In English ICGS 127 Positive Psychology

#### 2. Number of Credits 4-0-8

(Theory .....4.... hrs. Practice .....0... hrs. Self-Study ...8..... hrs./week)

#### 3. Curriculum and Course Type

3.1 Curriculum Bachelor Degree Program (International)

3.2 Course Type General Education

##### 3.3 Specify Course's Literacy

- MU Literacy (Core Values, SEP, GE for Human Development)
- Health Literacy (Health, Sport)
- Digital Literacy (ICT, Applied Mathematics)
- Social and Humanity Literacy (Social, Humanity, Law, Ethics, Arts)
- Communication Literacy (language, Academic Communication)
- Science and Environmental Literacy (Applied Science for Life, Environmental Responsibility)
- Finance and Management Literacy (Finance, Management, Entrepreneur)

##### 3.4 Specify Relationship between course and corporate culture

- M - Mastery รู้แจ้ง รู้จริง สมเหตุ สมผล
- A - Altruism มุ่งผลเพื่อผู้อื่น
- H - Harmony กลมกลืนกับสรรพสิ่ง
- I - Integrity มั่นคงยิ่งในคุณธรรม
- D - Determination แน่วแน่ทำ กล้าตัดสินใจ
- O - Originality สร้างสรรค์สิ่งใหม่
- L - Leadership ใฝ่ใจเป็นผู้นำ

#### 4. Course Coordinator and Lecturer

4.1 Course Responsible Lecturers: Asst. Prof. Douglas Rhein PhD. Social Science Division,  
 Douglas.rhe@mahidol.edu

4.2 Lecturers Aj. Ian McDonald



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**5. Semester/Class Level**

5.1 Semester            1-3 / GE 100 level

5.2 Number of Students Allowed        Approximately 40 Students

**6. Pre-requisite**

No

**7. Co-requisites**

No

**8. Study Site Location**    Online

**9. Date of Preparation/Latest Revision of the Course Specifications**

Day.....Month.....Year.....



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## Section 2 Aims and Objectives

### 1. Course Goals

The goals of this course help students understand the scientific study and individual practice of optimal human performance and well-being. This course is designed to help students flourish and thrive in their lives through the implementation of Positive Psychology and related principles. This will enable students to access the tools necessary for critical thinking, greater happiness, fulfillment and success in their lives through the development of creativity, greater understanding of personal health, stronger family relationships, effective communication and more holistic approaches to workplace performance and teamwork

### 2. Objectives of Course Development/Revision

#### 2.1 Course Objectives

This course aims to provide knowledge and abilities as follows:

- Demonstrate an understanding of the purpose and implications of well-being and flourishing;
- Critically evaluate the theories, techniques and evidence related to suffering, well-being and flourishing;
- Demonstrate an understanding of the range of problems and potential solutions positive psychology has introduced
- Actively express one's own application of positive psychology techniques to enhance the wellbeing of individuals, groups, workplaces and communities;
- Work effectively in dynamic teams to demonstrate an understanding of the application of techniques in positive psychology.

#### 2.2 Course-level Learning Outcomes: CLOs

On completion of the course, the students will be able to ..... (CLOs)

1. CLO1 Demonstrate an understanding of the aim and scope of positive psychology and implications to a healthy lifestyle of well-being and flourishing;
2. CLO2 Demonstrate an understanding of the dimensions of suffering, flourishing/subjective well-being and the application throughout their lives;
3. CLO3 establish an understanding and utilization of one's own strengths for greater self-expression and overall well-being



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4. CLO4 Effectively illustrate the core concepts and resiliency factors which they applied throughout the course

### Section 3 Course Description and Implementation

#### 1. Course Description

What does it mean to be successful? Today’s society emphasizes financial wealth and the accumulation of material things, such as fine clothes, luxury cars and exclusive property. Some emphasize the importance of having a loving family with healthy children and developing rewarding relationships with friends and colleagues. Others consider career achievement and the respect of others to be necessary components of success. Still others see success as regularly feeling positive emotions, developing morally and spiritually, engaging in worthwhile activities and staying physically fit. Success, then, is a multi-faceted and intensely personal concept.

In this class, we will discuss how great thinkers through history have understood success (a.k.a. the good life, happiness, well-being), and explore in depth the most current and complete model of well-being from the field of positive psychology. After considering many perspectives of what it means to be successful, students will develop their own understanding of what comprises a successful life. As correct understanding of the readings is essential, students must read actively, identifying main ideas, noting areas of agreement/disagreement, looking up unfamiliar words, and being prepared for class discussions centered on the application of themes for greater self-expression and overall well-being.

#### 2. Number of hours per semester

Theory (hours)	Practice (hours)	Self-study (hours)
48	0	96

#### 3. Number of Hours per Week for Individual Advice

The students will have ample time to discuss relevant theory and practice with their instructor in the virtual classroom, via email and during the instructor’s online office hours. The instructor will arrange for 2 hours per week in the classroom as well as 4 office hours per week which will allow the students to seek clarification, advise and engage more thoroughly with concepts from the course.



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### Section 4: Development of the expected learning outcomes

1. A brief summary of the knowledge or skills expected to develop in students; the course-level expected learning outcomes (CLOs)

On completion of the course, students will be able to:

CLO1 Demonstrate an understanding of the aim and scope of positive psychology and implications to a healthy lifestyle of well-being and flourishing;

CLO2 Demonstrate an understanding of the dimensions of suffering, flourishing/subjective well-being and the application throughout their lives;

CLO3 Establish an understanding and utilization of one's own strengths for greater self-expression and overall well-being

CLO4 Effectively illustrate the core concepts and resiliency factors which they applied throughout the course

2. How to organize learning experiences to develop the knowledge or skills stated in number 1 and how to measure the learning outcomes

CLOs	Teaching and learning experience management					Learning outcomes measurements			
	Lecture	Ind work	Group work	Video	.....	MCQ	Individual HW	.....	.....
CLO1	X		X	X		X			
CLO2	X	X	X	X		X	X		
CLO3	X		X	X		X			
CLO4		X	X				X		

Course Code	Teaching and learning experience management	Learning outcome measurements
CLO1	Assigned Readings, Brief Lecture, Class Discussion, Problem-based learning	Written assignments & presentations
CLO2	Assigned Readings, Groups Discussions, Problem-Based Learning	Written assignments & presentations
CLO3	Lecture, Class Discussion, Problem-based learning, Team-based learning	Written assignments & presentations



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CLO4	Lecture, Class Discussion, Problem-based learning, Team-based learning	Presentations and short biographical based essays
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## SECTION 5 LESSON PLAN AND EVALUATION

### 1. Lesson Plan

Teaching Period	Topics/Details	Number of hours		Methods: Teaching Media	Lecturer
		Theory*	Practice**		
1	The history and development of positive psychology; Models of Well-being	1 hr 50 min		Lecture ppt Individual questions / Discussion In class exercises	Ian McDonald
2	Suffering and well-being; Negative and positive ways of thinking;	1 hr 50 mins		Lecture: ppt Individual questions / Discussion	
3	Identifying character strengths, resilience and stress	1 hr 50 min		Lecture ppt Individual questions / Discussion Quiz 1 In class exercises	
4	Positive emotions and upward spirals Identifying character strengths, resilience and stress	1 hr 50 min		Lecture ppt Individual questions / Discussion In class exercises	
5	Positive emotions and upward spirals	1 hr 50 min		Lecture ppt Individual questions / Discussion In class exercises	
6	The power of meaning and purpose	1 hr 50 min		Lecture ppt Individual questions / Discussion Quiz 2 In class exercises	



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Teaching Period	Topics/Details	Number of hours		Methods: Teaching Media	Lecturer
		Theory*	Practice**		
7	Positive Physical Health and optimism.	1 hr 50 min		Lecture ppt Individual questions / Discussion In class exercises	
8	Perspectives on fame, beauty, money and well-being;	1 hr 50 min		Lecture ppt Individual questions / Discussion In class exercises	
9-	Engagement and flow; mindfulness	1 hr 50 min		Lecture ppt Individual questions / Discussion Quiz 3 In class exercises	
10	Committed goal pursuit; Achievement and creativity	1 hr 50 min		Lecture ppt Individual questions / Discussion In class exercises	
11	Community well-being; National well-being;	1 hr 50 min		Lecture ppt Individual questions / Discussion In class exercises	
12	How to flourish over a lifetime; Future directions	1 hr 50 min		Lecture ppt Individual questions / Discussion In class exercises	
	Total hours of the entire trimester	48	xx		

## 2. Plan for Assessment of Expected Course-Level Learning Outcomes (CLOs)

### 2.1 Measurement and Evaluation of learning achievement

#### A. Formative Assessment

This course emphasizes the application of theory and implements strategic questioning, self-evaluation writings, pair and share strategies, in-class creative writings and metacognition assessments

#### B. Summative Assessment



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(1) Tool and weight for measurement and evaluation

Learning Outcomes	Evaluation Method*				Weight (Percentage)
	MCQ	Group work	Individual work presentation	..xx..	
CLO 1 Demonstrate an understanding of the aim and scope of positive psychology and implications to a healthy lifestyle of well-being and flourishing	25	-			25
CLO2 Demonstrate an understanding of the dimensions of suffering, flourishing/subjective well-being and the application throughout their lives;	25		-	-	25
CLO3 establish an understanding and utilization of one's own strengths for greater self-expression and overall well-being		-	25-		25
CLO4 Effectively illustrate the core concepts and resiliency factors which they applied throughout the course	-		25	-	25
المجموع	50		50		100

(2) Measurement and evaluation

Quizzes 20%

Midterm Examination 20%

Well-being project 40%

Final exam 20%





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Final Grade	Achievement	% range	Grade Point Equivalent
A	Excellent	90-100	4.0
B+	Very Good	85-89	3.5
B	Good	80-84	3.0
C+	Fairly Good	75-79	2.5
C	Fair	70-74	2.0
D+	Poor	65-69	1.5
D	Very Poor	60-64	1.0
F	Fail	less than 60	0.0

(3) Re-examination (if the course allows any.)

Re-examination is allowed in the event has a valid excuse for missing the exam according to the standards set by OAA.

### 3. Students' Appeal

*Students can appeal to their instructor as the first point of contact. If this does not achieve an amicable resolution to the issue, the student can then appeal to the Chair of the division and the Office of Academic Affairs*



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## Section 6 Teaching Resources

### 1. Required Texts

- 1) *Selected readings from The How of Happiness, by Lyubomirsky, will be provided*
- 2) *Selected readings from Flourish, by Seligman, will be provided*
- 3) *Refer to the lesson plan for a detailed list of readings in this course.*

### 2. Suggested Materials

- 1) Various videos will be provided during the trimester.

### 3. Other Resources (if any)

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## Section 7 Evaluation and Improvement of Course Implementation

### 1. Strategy for Course Effectiveness Evaluation by Students

Student feedback, course evaluation, peer evaluation

### 2. Strategy for Teaching Evaluation

Active student-centered learning techniques will be implemented throughout

### 3. Teaching Improvement

Student feedback, course evaluation, peer evaluation

### 4. Verification of Standard of Learning Outcome for the Course

Students must pass the course work and complete the presentations to achieve the stated CLOs.

### 5. Revision Process and Improvement Plan for Course Effectiveness

Student feedback, course evaluation, peer evaluation



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## Appendix

### Relations between the course and the General Education

**Table 1** Relations between CLOs and MU-GE Module LOs (numbers in the table = Sub LOs)

(Course Code) .....	MU-GE LOs								
	MLO1	MLO2	MLO3	MLO4	MLO5	MLO6	MLO7	MLO8	MLO9
CLO1 Demonstrate an understanding of the aim and scope of positive psychology and implications to a healthy lifestyle of well-being and flourishing	1.1	2.3						8.1 8.2	
CLO2 Demonstrate an understanding of the dimensions of suffering, flourishing/subjective well-being and the application throughout their lives			3.1					8.1 8.2	
CLO3 Establish an understanding and utilization of one's own strengths for greater self-expression and overall well-being				4.2		6.3		8.1 8.2	
CLO4 Effectively illustrate the core concepts and resiliency factors which they applied throughout the course	1.4				5.1			8.1 8.2	9.2



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**Table 2** LOs that the course is responsible for

MU-GE LOs	Sub LOs
MLO1 Create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments	1.1 Identify concepts related to the context of learned issues/topics 1.4 Synthesize information to arrive at logical reasoning
MLO2 Select & use techniques and methods to solve open-ended, ill-defined and multistep problems	2.3 Apply concept of process management to solve problems
MLO3 Acquire specific strategies & skills within a particular discipline and adapt them to a new problem or situation	3.1 Connect, synthesize and/or transform ideas or solutions within a particular framework
MLO4 Create a novel or unique ideas, question, format, or product within a particular framework	4.2 Articulate the rationale for & consequences of his/her solution- identify opportunities & risk
MLO5 Explore and situate oneself in a new physical environment and intellectual perspectives	5.1 Demonstrate cultural competencies and adaptabilities in different working environments
MLO6 act autonomously within context of relationships to others, law, rules, codes, and values	6.3 Exhibit characteristics of responsible citizenship
MLO8 Use a variety of means/ technologies to communicate effectively and purposefully; e.g., share information/ knowledge, express ideas, demonstrate or create individual & group product, etc.	8.1 Communicate/present ideas effectively both oral & written forms to appropriate audience, such as verbal discussion with peers, and written project reports. 8.2. Prepare a purposeful oral presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.



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MLO9 Collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time

9.2 Interact with others respectfully, either as a team member or leader, to create a productive teamwork



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**MU-GE Module LOs:** At the end of studying MU-GE Module, successful students will be able to

Competences	LOs:	Sub LOs:
<b>1. Critical thinking &amp; Analysis:</b> Use various sources and methods to collect and manage data & information and make a logical judgement and decision to arrive at a solution or problem solving relevant to real-world issues/problems	1. Create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments	1. Identify concepts related to the context of learned issues/topics 2. Demonstrate ICT literacy: use appropriate technology to find, evaluate, and ethically used information 3. Collect, analyze, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problems 4. Synthesize information to arrive at logical reasoning
	2. Select & use techniques and methods to solve open-ended, ill-defined and multistep problems	1. Apply simple mathematical methods to the solution of 'real-world' problems 2. Make judgement & decision through correct analysis, inferences, and evaluations on quantitative basis and multiple perspectives 3. Apply concept of process management to solve problems
<b>2. Creativity &amp; Innovation:</b> Show capability to initiate alternative/ new ways of thinking, doing things or solving problems to improve his/her or team solutions/ results by applying the evidence-based process management concepts	3. Acquire specific strategies & skills within a particular discipline and adapt them to a new problem or situation	1. Connect, synthesize and/or transform ideas or solutions within a particular framework 2. Integrate alternative, divergent, or contradictory perspectives or ideas in the solution of a problem or question
	4. Create a novel or unique ideas, question, format, or product within a particular framework	1. Create an original explanation or solution to the issues/problems 2. Articulate the rationale for & consequences of his/her solution- identify opportunities & risk 3. Implement innovation through process management approach
	5. Explore and situate oneself in a new physical environment and intellectual perspectives	1. Demonstrate cultural competencies and adaptabilities in different working environments 2. Resort to multi-dimensional settings and tools to acquire knowledge and skills relevant to the problems or situation at hand



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Competences	LOs:	Sub LOs:
<p><b>3. Global perspectives &amp; Ethics:</b> Express one's own ideas, interact with others, guide or lead team, as proper, as an ethically- engaged and responsible member of the society</p>	<p>6. act autonomously within context of relationships to others, law, rules, codes, and values</p>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the principles upon which sustainable ecosystems and societies are built</li> <li>2. Identify the national &amp; global challenges associated with current economic, political, and social systems</li> <li>3. Exhibit characteristics of responsible citizenship</li> <li>4. Work effectively in diverse team (and multi-cultural settings)</li> </ol>
	<p>7. Apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others</p>	<ol style="list-style-type: none"> <li>1. Identify ethical issues and recognize different viewpoint and ideologies</li> <li>2. Guide &amp; lead others</li> <li>3. Apply principles of ethical leadership, collaborative engagement, and respect diversity</li> </ol>
<p><b>4. Communication:</b> Communicate effectively and confidently using oral, visual, and written language</p>	<p>8. Use a variety of means/ technologies to communicate effectively and purposefully; e.g., share information/ knowledge, express ideas, demonstrate or create individual &amp; group product, etc.</p>	<ol style="list-style-type: none"> <li>1. Communicate/present ideas effectively both oral &amp; written forms to appropriate audience, such as verbal discussion with peers, and written project reports.</li> <li>2. Prepare a purposeful oral presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.</li> <li>3. Prepare written documents to express ideas/solutions using different writing technologies, and mixing texts, data, and images.</li> <li>4. Demonstrate competence in a second or additional language</li> </ol>
<p><b>5. Collaboration and Working with team:</b> Collaborate and work effectively with team to arrive at team goals</p>	<p>9. Collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time</p>	<ol style="list-style-type: none"> <li>1. Collaborate effectively with others as a responsible team member to achieve team goals in time</li> <li>2. Interact with others respectfully, either as a team member or leader, to create a productive teamwork</li> </ol>