



Program: International Relations and Global Affairs Program Program Level ☒ Bachelor ☐ Graduate Diploma ☐ Master ☐ Higher Graduate Diploma ☐ Doctor

Course Title: The Psychology of Emotional Well-being

Mahidol University International College

Course Code: ICSP 362

Department Social Science

Course Specification

Section 1 General Information

1. Course Code and Title

In Thai ICSP 362 จิตวิทยาสุขภาวะทางอารมณ์

In English ICSP 362 The Psychology of Emotional Well-being

2. Number of Credits 4 (4-0-8)

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

3. Curriculum and Course Type

3.1 Program Bachelor Degree Program (International)

3.2 Course Type Specific Course ☐ Compulsory Course ☒ Elective Course

4. Course Coordinator and Instructor

4.1 Course Responsible Instructor: Mr. Ian McDonald

4.2 Instructor Mr. Ian McDonald

5. Prerequisites

None

7. Co-requisites

None



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8. Date of Preparation/Latest Revision of the Course Specifications

25 August 2023



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Section 2 Course Goals and Course Description

1. Course Goals

The goal of this course is to introduce students to the psychology of emotional well-being as well as strategies on how the study of emotion can be applied to different domains of life. Students will discuss various concepts related to emotional well-being from different psychological perspectives. They will develop a deeper understanding of the positive and negative emotions experienced by human beings and analyze their causes and effects on well-being. Students will also explore the various models of emotion and critically analyze their merits and limitations, as well as their practical application.

2. Course Description

(Thai) การมีประสบการณ์ด้านสุขภาวะทางอารมณ์ แง่มุมของอารมณ์ทางด้านชีววิทยา ด้านพัฒนาการ ด้านสังคม และด้านการรู้คิด อารมณ์พื้นฐานในมุมมองทางจิตวิทยา ความสุข ความเศร้า ความกลัว ความโกรธ ความอาย ความรู้สึกผิด ความขยะแขยง ความรัก การหยั่งรู้ความรู้สึกผู้อื่น/ ความเห็นอกเห็นใจ

(In English) The experience of emotional well-being; Biological, developmental, social and cognitive aspects of emotional well-being; specific emotions in psychological perspective: happiness, sadness, fear, anger, shame, guilt, disgust, love, empathy/sympathy



Section 3 Course Objectives, Course-level Learning Outcomes and Course Implementation

1. Course Objectives

- Understand the history of the study of human emotion as it relates to well-being.
- Explore emotional well-being from various psychological perspectives.
- Classify the various emotions and identify factors influencing their expression.
- Critically analyze the environmental factors influencing emotional well-being.
- Develop an awareness of the cultural influences on emotional well-being.
- Formulate strategies to cope with negative emotional states and foster positive emotional states to cultivate higher levels of well-being.

2. Course-level Learning Outcomes: CLOs

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

CLO1 Understand the major psychological theories within the field of emotional well-being.

CLO2 Apply the findings of current research into emotional well-being to better understand the self and others.

CLO3 Critically analyze course content from a variety of psychological perspectives.

CLO4 Reflect on the causes and consequences of their own emotional states cultivating higher levels of self-awareness, interpersonal skills and ethical reasoning.

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

CLOs	Teaching and learning experience Management			Learning outcomes measurements		
	Lecture	Group work	Individual work	Exam	Individual Work	Presentations
CLO1	✓	✓	✓	✗		✗
CLO2		✓	✓	✗	✗	✗
CLO3	✓	✓	✓	✗	✗	



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CLOs	Teaching and learning experience Management			Learning outcomes measurements		
	Lecture	Group work	Individual work	Exam	Individual Work	Presentations
CLO4			✓		✗	✗



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Section 4 Lesson Plan and Evaluation

1. Lesson Plan

Teaching Period	Topics/Details	Number of hours		Methods: Teaching Media	Lecturer
		Theory	Practice		
1	An Overview of Emotional well-being	4		Lecture, individual work	Ian McDonald
2	Ancients and stoics understanding of emotions and well-being.	4		Lecture, group work, discussion of classical understanding of emotions and well-being	Ian McDonald
3	Early modern theories of emotion	4		Lecture, Worksheets, Class Discussion of early psychology theories of emotion	Ian McDonald
4	Darwinian approaches; evolutionary psychology	4		Lecture	Ian McDonald
				Group discussion of the evolution of emotion in humans	
5	Darwinian approaches: the evolutionary value of negative and positive well-being.	4		Lecture, Class Discussion of what is the evolutionary value of negative and positive emotions? online research	Ian McDonald
6	Cognitive approaches: thought and negative emotion	4		Lecture, Worksheets, video on mood disorders.	Ian McDonald
7	Cognitive approaches: constructing a model of emotional well-being	4		Lecture, Individual writing activity, discussion of models of well-being	Ian McDonald
8	Jamesian Approaches: the subjective nature of emotion	4		Lecture, online emotional surveys, group discussion of perception and habits.	Ian McDonald
9	Jamesian Approaches: then and now: current research	4		Lecture, Problem-based learning research activity - compare current research into emotional well-being with ancient and early modern ideas of emotional well-being	Ian McDonald
10	Social Constructivist Approaches	4		Lecture, review activity, building an emotional identity	Ian McDonald
11	Social Constructivist Approaches: the influence of the environment	4		Lecture, presentations, discussion of environmental influences on emotion.	Ian McDonald
12	An Overview of Emotional well-being	4		Presentations, discussion and Q and A with presenters	Ian McDonald



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Teaching Period	Topics/Details	Number of hours		Methods: Teaching Media	Lecturer
		Theory	Practice		
	Total hours of the entire trimester	48			

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

2.1 Measurement and Evaluation of learning achievement

A. Formative Assessment

- feedback from instructor on individual class assignments
- feedback from instructor on presentations
- feedback from instructor on midterm examination

B. Summative Assessment

(1) Tool and weight for measurement and evaluation

Learning Outcomes	Evaluation Method			Weight (Percentage)
	Exam	Individual work	Presentations	
CLO1 Understand the major psychological theories within the field of emotional well-being.	20	-	5	25
CLO2 Apply the findings of current research into emotional well-being to better understand the self and others	10	10	5	25
CLO3 Critically analyze course content from a variety of psychological perspectives.	10	10	-	20
CLO4 Reflect on the causes and consequences of their own emotional states cultivating higher levels of self-awareness, interpersonal skills and ethical reasoning	-	20	10	30
Total	40	40	20	100

(2) Grading Rules



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Grade	Achievement	Final score (% range)
A	Excellent	90-100
B+	Very Good	85-89
B	Good	80-84
C+	Fairly Good	75-79
C	Fair	70-74
D+	Poor	65-69
D	Very Poor	60-64
F	Fail	Less than 60

(3) Measurement and Evaluation

The passing grade for this class is “D.”

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

N/A

3. Students’ Appeal

Students can submit appeals to the course coordinator/course lecturer via email or in writing through the division secretary. The course coordinator/course lecturer will consider the appeal and inform or discuss the decision with the student directly, via writing or verbal communication.



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Section 5 Teaching Resources

1. Required Texts

- 1) Pradhan, R. K., & Kumar, U. (Eds.). (2021). *Emotion, well-being, and resilience: Theoretical perspectives and practical applications*. CRC Press.

2. Suggested Materials

Ryff, C. D., & Singer, B. H. (2008). Know thyself and become what you are: A eudaimonic approach to psychological well-being. *Journal of happiness studies*, 9, 13-39.

Fredrickson, B. L. (2013). Positive emotions broaden and build. In *Advances in experimental social psychology* (Vol. 47, pp. 1-53). Academic Press.

3. Other Resources (if any)

Various contemporary TED talks about emotions and well-being will be made available during the course.



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Section 6 Evaluation and Improvement of Course Implementation

1. Analysis and Evaluation of Course Implementation

A. Data for Analysis

Student feedback from MUIC course evaluation forms given at the end of each term.

B. Course Effectiveness Evaluation

Student feedback from MUIC course evaluation forms given at the end of each term.

2. Revision Process and Improvement Plan for Course Effectiveness

Use the student feedback described in the MU5 evaluation forms given at the end of each term to update and revise the course material.

3. The self-assessment report of the course

Use the information stipulated in the MU5 forms at the end of the trimester for self-assessment.



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Appendix

1. Relations between the course and the program

Table 1 Relations between the course and the PLOs

The Psychology of Emotional Well-being	Program-Level Learning Outcomes (PLOs)						
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
ICSP 362					I	I	I

Table 2 Relation between CLOs and PLOs

ICSP 362	Program-Level Learning Outcomes (PLOs)						
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO1 Understand the major psychological theories within the field of emotional well-being.						6.1 6.2 6.3	
CLO2 Apply the findings of current research into emotional well-being to better understand the self and others					5.3		7.1
CLO3 Critically analyze course content from a variety of psychological perspectives.						6.1 6.2 6.3	
CLO4 Reflect on the causes and consequences of their own emotional states cultivating higher levels of self-awareness, interpersonal skills and ethical reasoning					5.3		7.1



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Table 3 PLOs and SubPLOs that the course is responsible for

PLOs	Sub PLOs
PLO5 Graduates will demonstrate knowledge of and respect for cultural differences, particularly in the Thai context, and be able to work in culturally diverse groups effectively.	5.3 work effectively in diverse team (and multi-cultural settings)
PLO6 Graduates will document, reflect upon and set goals for their learning; they will seek to achieve these goals through acquiring in-depth knowledge and new skills, and will be able to adjust their approaches to learning and their goals based on their experiences.	6.1 Create an original explanation or solution to the issue/problems
	6.2 Articulate the rationale for & consequences of his/her solution- identify opportunities & risk
	6.3 Implement innovation through process management approach
PLO7 Graduates will demonstrate knowledge of internationally recognized ethical standards and apply principles of ethical reasoning to decision-making, civic engagement, and research, consistently crediting the work of others	7.1 identify ethical issues and recognize different viewpoint and ideologies



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2. Rubric Scoring

PSYCHOLOGY - RUBRIC FOR ORAL PRESENTATION (Thesis/Dissertation/Otherwise)

Explain the research or project proposed, in progress or performed for your dissertation/thesis/project. Alternatively, explain research performed by others and published in a journal article. Clearly identify goals and significance of research, methodology (including data analysis), results (which may be preliminary for research proposals) and interpretation or implications of the results.

An average score of "12" is required by all committee members to receive a passing score.

Dimension	Excellent (4-5 points)	Competent (2-3 pts)	Needs work (0-1 pt)
Knowledge and understanding of topic/significance of research 25% _____	The presentation demonstrates a depth of understanding by using relevant and accurate detail. Significance and goals have been clearly identified.	The presentation shows moderate understanding using somewhat relevant and accurate detail. Significance and goals are partially or vaguely described.	The presentation uses little relevant or accurate information. Significance and goals have not been identified.
Knowledge and understanding of methodology and results 25% _____	Methods and data analyses are described well; limitations in methodology are acknowledged. Major results are identified, explained, and placed in context.	Methods and data analyses are described somewhat; limitations in methodology are not really acknowledged. Major results are not identified, explained, and placed in context very well.	Methods and data analyses are not described or described poorly; limitations in methodology are not acknowledged. Major results are not identified, explained, and placed in context.
Communication 25% _____	The presentation is interesting, engaging, and effective. Appropriate eye contact, voice quality, and poise is exhibited.	The presentation basically conveys the main ideas, but is not particularly interesting. Minimal eye contact and poise.	The presentation is uninteresting and/or confusing. Ideas not conveyed well at all. Poor presence.
Use of visual aids 25% _____	The presentation includes appropriate, creative, and easily understood visual aids, that complement and enhance the presented information.	The presentation includes some appropriate visual aids, but these are too few, or are difficult to understand, or the presenter does not refer to or explain them well.	The presentation includes no visual aids. Or the visual aids distract from or confuse rather than complement the information.

Score (0 to 5 points for each dimension): _____ out of 20

DATE _____



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Rubric for assessment of written work.

Assessment Criteria	F	D	C	B	A
Demonstrates understanding of each psychological perspective	Descriptions show little or no understanding of the areas the psychological perspectives are related to.	Descriptions show minimal understanding of the areas the psychological perspectives are related to.	Descriptions show a basic and accurate appreciation and understanding of the areas the psychological perspectives are related to.	Descriptions show a good appreciation and understanding of the areas the psychological perspectives are related to.	Descriptions show an excellent, accurate, and thorough appreciation and understanding of psychological perspectives.
Demonstrates evidence-based understanding of the areas by applying relevant evidence to support the arguments being made.	Student offers no literature or evidence to support their answers. APA is not implemented.	Student offers little evidence to support their answers. Or the evidence provided is muddled or misapplied. APA is poorly applied.	Student offers some evidence to support their answers and this is accurate. APA is adhered to with significant errors.	Student offers a good range of academic and wider literature evidence to support their answers. This evidence is well linked to support their argument. Wider reading is evident. APA is adhered to with minor errors.	Student offers an excellent range of academic and wider literature to support their answers. Wider reading is clearly evident and well applied. APA is adhered to.
Demonstrates an ability to critically evaluate the literature/ theory being applied.	No critique or application of the literature/ theory applied.	Little or inaccurate critique of the literature/ theory applied.	Basic but accurate critique of the literature/ theory applied.	Good and thoughtful critique of the literature/ theory applied which helps support the arguments being made.	An excellent and thoughtful critique of the literature/ theory applied which helps support the arguments being made. The critique clearly displays the authors knowledge of the area.
The short answer psychological perspectives are appropriately structured, with clear English and appropriate referencing.	Very hard to understand, with one or more of poor spelling/grammar, confusing structure and inappropriate or non-existent referencing.	The essay can be understood by a reader, but has major structural, spelling/grammar or academic style limitations.	Some errors and/or omissions in the English and the referencing, and/or a structure that does not help the arguments presented. However, the psychological perspectives can be understood and have moderate coherence.	Generally, sound in spelling, grammar and academic style with a structure that facilitates understanding of the arguments presented. Some scattered errors or omissions.	Exceptionally clearly written with appropriate referencing throughout and where the structure of the answers allows sufficient coverage of a range of relevant matters.