Students will apply the tools of inquiry gained in this course to develop a happiness intervention project. Students will simultaneously critically reflect upon their own lives and apply course concepts to develop a personal happiness plan.
Course structure: Important note

This is NOT a lecture-based class. Students will be expected to complete regular readings and homework assignments prior to each class meeting and come prepared to engage in a variety of individual, small group, and large group activities during class time. Additionally, students will be expected to regularly contribute to class discussions, debates, and presentations.

Required texts and other materials:


Course Objectives:

This course was designed to meet course objectives specific to I-series courses as well as courses offered through the department of psychology.

**ON COMPLETION OF AN I-SERIES COURSE, STUDENTS WILL BE ABLE TO:**

- Identify the major questions and issues in their I-series course topic.
- Describe the sources the experts on the topic would use to explore these issues and questions.
- Demonstrate an understanding of basic terms, concepts, and approaches that experts employ in dealing with these issues.
- Demonstrate an understanding of the political, social, economic, and ethical dimensions involved in the course.
- Communicate major ideas and issues raised by the course through effective written and/or oral presentations.
- Articulate how this course has invited them to think in new ways about their lives, their place in the University and other communities, and/or issues central to their major disciplines or other fields of interest.

**DEPARTMENT OF PSYCHOLOGY’S LEARNING OBJECTIVES:**

- **Content in Psychology** – We will cover a wide range of psychological theory, research and history that inform our study of the field.
- **Research Methods in Psychology** – Everything we learn about is based on research from decades of scientific study. We will examine the various methodologies used to study thought and behavior and will critically evaluate the validity and implications of the results.
- **Critical Thinking Skills** - Students will critically evaluate research and theory from scientific and multicultural perspectives. Students will also critically evaluate their own beliefs related to psychological well-being. Students will demonstrate critical thinking through debates, discussion, and written assignments (homework, in class work).
- **Communication Skills** – Students will demonstrate learning through scientific writing, group and individual participation, and presentations.
Assessment of Student Learning:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online work and Homework</td>
<td>20%</td>
</tr>
<tr>
<td>Personal happiness reflection/plan</td>
<td>10%</td>
</tr>
<tr>
<td>Classwork and participation</td>
<td>10%</td>
</tr>
<tr>
<td>Happiness Project</td>
<td>15%</td>
</tr>
<tr>
<td>Integrative Case Report</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm</td>
<td>15%</td>
</tr>
<tr>
<td>Final exam</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

This course is graded on the following A+ to F scale:

- 90-93  A-
- 94-97  A
- 98-100 A+
- 80-83  B-
- 84-87  B
- 88-89  B+
- 70-73  C-
- 74-77  C
- 78-79  C+
- 60-63  D-
- 64-67  D
- 68-69  D+
- 59 and below F
- XF Failure due to academic dishonesty

Course Evaluation and Feedback:

**Ongoing course evaluations.** Feedback from students about the course is very important to us and will help us improve the educational experience of this course. Anonymous course evaluations will be administered several times throughout the semester. Additionally, students are encouraged to provide regular feedback (or ask questions) in person, via email, or anonymously through Canvas.

**Final course evaluations.** As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. Please make a note now of the link at which you can access the submission system (www.courseevalum.umd.edu). If you submitted all of your evaluations in the Fall or are a new student, you can also access all posted results from Fall 2012 forward via Testudo under CourseEvalUM Reporting. To retain this access, you must submit all of your evaluations each semester. If you do not have access right now, you can gain it by submitting all of your Spring 2015 evaluations. More information is at: https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml
Assignments:

Online work and Homework: We will not meet as a class on Fridays. However, students are expected to complete online or outside of class work on Fridays during class time. Students are expected to treat Friday classes as they would treat traditional in-class meetings. If a reading is due on Friday, this reading should be completed prior to the start of class on Friday. Each Friday, students will be responsible for completing online assignments (e.g., discussion board posts or writing assignments) or participating in group work. In all cases, Friday assignments will be due at the end of class and in most cases, assignments will require readings or other preparation prior to the start of class. Thus, if a reading is due on Friday, students are expected to complete that reading prior to class (10am). Students will then complete the assignment during class time (10-10:50am), and submit their work online.

Integrative Case Report: Students will write a report in which course concepts will be applied to a case. Students will watch the film The Pursuit of Happyness outside of class and will apply course concepts to the main character.

Participation: A variety of in-class activities will be required, including participation in debates, discussions, workshops, and small group projects.

Personal Happiness Plan: Students will write a personal happiness plan detailing realistic goals for increasing their own happiness. To write the personal happiness plan, students must reflect upon the happiness exercises conducted over the course of the semester while also integrating readings and other course material.

Happiness Intervention Project: Students will work in groups of 5 to carry out a happiness intervention project. First, students will develop an idea for a happiness intervention that can be employed within their communities. Students will carry out these interventions and present their interventions to the class. Each group will present their literature review, methods (intervention), and personal reflections to the class orally.

Exams: There will be one midterm and one final exam. Exams will consist primarily of multiple choice questions.

Note: All assignments must be submitted via Canvas by 10am on the day they are due. Assignments submitted after 10am will be considered late. Late assignments will be lowered one letter grade for each day they are late, including weekends. Poorly written papers will receive lower grades regardless of content. Be sure to check your grammar, spelling, punctuation, and APA style. Please contact the Writing Center or Learning Assistance Service if you feel you need additional help with your writing. All papers should be written in APA style in accordance with the latest (6th) edition of the publication manual of the American Psychological Association (2012).

Grading disputes: All grading disputes must be submitted in writing within seven days of the return of a paper, project, or homework assignment. Any grade disputes that are not submitted in writing or are received more than 7 days after grades have been released will not be considered.

Academic dishonesty: Academic dishonesty is defined in the undergraduate catalog as cheating, fabrication, facilitation of academic dishonesty, and/or plagiarism. All instances of academic dishonesty will be reported to the Office of Judicial Programs. Note that there will be NO warnings. Please carefully read the syllabus supplement entitled “Ethics of Scholarship in Psychology.” This document is located on Canvas.
Exams:

Exams will consist mainly of multiple choice questions, but also may include fill in the blank, short-answer, or matching questions. Please refer to University policy on missed exams: [http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540](http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540)

Please note that it would be in your best interest NOT to miss an exam. In an attempt to be fair to all students, only EXTREME circumstances (e.g., death in the family, severe illness with a doctor's excuse) will result in excused absences from tests or delayed deadlines for papers. Computer problems DO NOT qualify as an extreme circumstance. The instructor will review a student's unusual and exceptional reason for missing a test or extending a deadline, and may allow the student to make up the exam or turn a paper in late. If you miss an exam without a reason that the instructor has approved in advance and in writing, you will receive an F (0 points) for that exam.

**Important note** Students are expected to arrive to class on time. This is especially important on exam days. Students arriving late to an exam will NOT be permitted to take the exam, if at least one student has already completed the exam and left the classroom. Students who arrive after a classmate has completed the exam will earn a zero for that exam.

General Guidelines:

**Students with disabilities:** If you have a documented disability and require academic accommodations, you must register with the Disability Support Service (DSS; 0126 Shoemaker Building, X4-7682). You must provide the instructor with written documentation from the DSS regarding your recommended accommodations by the 3rd week of classes.

**Policy regarding asking questions about assignments/exams:**

The instructor and TA(s) are available by email to respond to your questions about assignments and exams. However, no questions will be answered after 7pm on the day before the assignment is due. Thus, if an assignment is due on Tuesday, the instructor and TA will not reply to emails after 7pm on Monday evening. Therefore, it is in your best interest to begin assignments (or studying for exams) early so that you have enough time to have all your questions answered. Additionally, the instructor and TAs will not guarantee email responsiveness on nights and weekends.
ABSENCES FROM CLASS MEETINGS OR ASSIGNED WORK:

The University of Maryland's policy on excused absences is provided here: www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540. This section highlights the key elements of attendance policies.

Major Scheduled Grading Events:

Any assessment listed as a test or exam, in-class presentation or an assessment worth at least 20% of your final grade is assumed to be a "major scheduled grading event" unless otherwise defined in the course syllabus.

Single Absences due to Illness or Injury:

University of Maryland policy dictates that a single absence during the semester due to illness or injury will be excused with a self-signed letter attesting to the date of the illness and acknowledging that the information is true and correct. You are expected to contact your instructor by phone or email prior to the class meeting if you expect to be absent, and to provide this form by the next class meeting that you are present for: www.health.umd.edu/sites/default/files/ClassExcuse1011.pdf. Please note that this policy does not excuse students from major scheduled grading events.

Religious Observations:

Absences due to religious observances will be excused provided that a student contacts the instructor at least two weeks in advance of the holiday, submits work due in advance and assumes responsibility for any material or announcements missed that day.

Multiple Absences & Those Covering Major Scheduled Grading Events:

University policy excuses absences due to (1) the illness of the student or the illness of a dependent as defined by Board of Regents policy on family and medical leave (http://www.president.umd.edu/policies/docs/VII-750.pdf); (2) religious observance (where the nature of the observance prevents the student from being present during the class period); (3) participation in university activities at the request of university authorities; and (4) compelling circumstance beyond the students control. Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes immediately before or after the excused absence.

Multiple absences, and those occurring on a major scheduled grading event, require written documentation of the illness or injury from the Health Center or an outside health care provider. The letter must verify the dates of treatment and the time period during which you were unable to meet academic responsibilities. Accommodations will be arranged on a case-by-case basis, but makeup assessments will not be offered for unexcused or undocumented absences.

Expectations of the instructor and teaching assistants: You can expect that the instructor and the teaching assistants will treat students with respect, be prepared for class, respond to student concerns in a timely manner, demonstrate current content knowledge and communicate clear expectations for students.
**Expectations of students in the class:** Students are expected to attend and actively participate in class, be prepared for class, and to treat the instructor, teaching assistant, and each other with respect. Disruptive behavior of any kind will not be tolerated. Students who are unable to demonstrate civility with one another, the teaching assistants, or the instructor will be subject to referral to the Office of Student Conduct or to the University Campus Police. You are expected to adhere to the Code of Student Conduct.

**Use of technology:**

In this class, students may bring their laptop computers, tablets, or other web-enabled devices to take notes ONLY. If a student is found to be using a laptop for any other reason than taking notes, that student may lose the privilege of bringing their laptop, tablet, smart phone, or other device to class, and/or may lose class participation points. If the instructor determines that laptops, tablets, or other devices become distracting in class, the instructor will prohibit the use of such devices in class. *If these devices are seen and/or used during an exam, the exam will be collected from the student and the student will no longer be allowed to continue taking the exam. The exam score will be noted as zero.*

**Copyright Notice:**

Class meetings and course materials, including instructions, presentations, assessments, content outlines, and similar materials are the intellectual property of the course instructor and protected by legal copyright. You may take notes and make copies of course materials for your own personal use. You may not, nor may you allow others to, distribute lecture notes and course materials publicly whether or not a fee is charged without the express written consent of the instructor. Similarly, you own copyright in any work products that you create for this course. If I am interested in sharing your work with others, I will ask for your written permission. Copyright violations may result in referrals to the Office of Student Conduct and/or civil penalties under State and Federal law ([www.copyright.gov/title17](http://www.copyright.gov/title17)).
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>MONDAY</th>
<th>DATE</th>
<th>WEDNESDAY</th>
<th>DATE</th>
<th>FRIDAY-NO IN CLASS MEETING</th>
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<tbody>
<tr>
<td>1</td>
<td>1/26</td>
<td>What is ‘the Good Life’? Introduction to the Course</td>
<td>1/28</td>
<td>Activity: Positive Introductions What does it mean to be happy? Read: Diener ch 1, 8;</td>
<td>1/30</td>
<td>Online work: Introductions. What is your ‘happy song’ and why?</td>
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<td>2</td>
<td>2/2</td>
<td>What does it mean to be happy? Read: Seligman (Flourish) ch 1</td>
<td>2/4</td>
<td>Topic: How important are positive emotions? <em>In class activity: Savoring demonstration</em> Read: Cohn et al (2009), Diener, Lucas &amp; Scollon (2006)</td>
<td>2/6</td>
<td>Identify 3 personal happiness goals for this semester.</td>
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<tr>
<td>3</td>
<td>2/9</td>
<td>Broaden and Build Theory <em>Ted Talk: Barbara Fredrickson-Positive Emotions Open our Mind</em> Introduce group projects Read: Fredrickson (2004) <strong>Sign up for groups</strong></td>
<td>2/11</td>
<td>Introduce Group Happiness Project. In class group work: Meet, exchange contact info, talk about why you chose this topic, brainstorm ideas <strong>Due:</strong> Each person should individually submit two specific ideas for happiness interventions</td>
<td>2/13</td>
<td>Savoring</td>
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<tr>
<td>4</td>
<td>2/16</td>
<td>What is mindfulness and what does it have to do with happiness? <em>In class activity: Mindfulness demonstration</em> Read: Creswell &amp; Lindsay (2014)</td>
<td>2/18</td>
<td>Flow into happiness <em>In class activity: Flow analysis</em> Read: Csikszentmihalyi (1997)</td>
<td>2/20</td>
<td>Mindfulness Group project: annotated bibliography</td>
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<td>5</td>
<td>2/23</td>
<td>Is a meaningful life critical to happiness? <em>In class activity: Writing your own legacy</em> Read: Diener ch 7, Seligman (2002)</td>
<td>2/25</td>
<td>Happiness and the role of personal accomplishments. Group work: Decide on one idea, develop a draft of your methods Read: Csikszentmihalyi (1989), Diener ch 5, Seligman (Optimism) ch 8</td>
<td>2/27</td>
<td>Personal accomplishments <strong>Group project: Submit ideas</strong></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Date</td>
<td>Topic</td>
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<td>7/3</td>
<td>Workshop: Active-constructive responding</td>
<td>Read: Seligman (Flourish) p. 48-51</td>
<td>3/11</td>
<td>Exam 1</td>
<td></td>
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<tr>
<td>8/3</td>
<td>SPRING BREAK</td>
<td></td>
<td>3/18</td>
<td>SPRING BREAK</td>
<td></td>
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<tr>
<td>9/3</td>
<td>Workshop: Group Happiness Projects</td>
<td></td>
<td>3/25</td>
<td>Thinking happy thoughts: Optimism Read: Seligman (Optimism) ch 1, 2, 6, 9</td>
<td>3/27</td>
<td>Take and score the ASQ</td>
</tr>
<tr>
<td>10/3</td>
<td>How to be UNHAPPY: Pessimism, helplessness and depression Read: Seligman (Optimism) ch: 3, 4, 5</td>
<td>4/1</td>
<td>Happy and unhappy thinking styles-AIM and ABCDE models In class activity: Positive thinking styles Read: Seligman (Optimism) ch 12, 15</td>
<td>4/3</td>
<td>Character strengths</td>
<td></td>
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<tr>
<td>11/4</td>
<td>In class workshop: practice ABCDE</td>
<td>4/8</td>
<td>Ted Talk &amp; Discussion: Steven Berns Due: Write down three problems you encountered this week. How did you respond to them? Bring this to class.</td>
<td>4/10</td>
<td>Watch The Pursuit of Happyness and complete worksheet Group project: Submit intervention report</td>
<td></td>
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<tr>
<td>14/4</td>
<td>Due: Final Presentations (all groups) Student Presentations: Happiness projects</td>
<td>4/29</td>
<td>Student Presentations: Happiness Projects</td>
<td>5/1</td>
<td>Group project: Self-examination</td>
<td></td>
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<tr>
<td>15/5</td>
<td>Student Presentations: Happiness Projects</td>
<td>5/6</td>
<td>Student Presentations: Happiness Projects</td>
<td>5/8</td>
<td>Due: Personal happiness reflection</td>
<td></td>
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</table>
Last day of classes
Student Presentations: Happiness Projects

FINAL EXAM: Wed May 20th 8:00 – 10:00 am

Additional readings:
Integrative Case Report: Due April 17 (90 points)

The “Pursuit of Happyness” is a story of strength, resilience, and happiness. Think about the theories and concepts discussed in this class and how they apply to Chris Gardener’s story. Write a 5 page paper addressing:

- Explain Chris Gardener’s ability to overcome life difficulties and achieve his goals. How was he able to do this?
  - Accurate, thoughtful, and informed response to the following: Explain Chris Gardener’s ability to overcome life difficulties and achieve his goals. How was he able to do this? (10 points)
  - Use of examples from film (6 points)
  - Cite readings as appropriate (5 points)
- What strengths and resources does Chris Gardener demonstrate and how do these strengths contribute to his happiness, resilience, and success? Use examples to illustrate your points and cite class readings as appropriate.
  - Accurate, thoughtful, and informed response to the following: What strengths and resources does Chris Gardener demonstrate and how do these strengths contribute to his happiness, resilience, and success? (10 points)
  - Use examples from film (6 points)
  - Cite readings as appropriate (5 points)
- Evaluate Chris’ psychological well-being and happiness at the beginning and end of the movie. Use examples to illustrate your points. Integrate readings and cite appropriately.
  - Accurate, thoughtful, and informed response to the following: Evaluate Chris’ psychological well-being and happiness at the beginning and end of the movie. (10 points)
  - Use of examples from the film to illustrate your points (5 points).
  - Integrate readings and cite appropriately (5 points).
- You should apply and discuss at least 6 concepts discussed in class to describe Gardner’s well-being and success. You should use at least 6 citations in your paper (lectures do not count).
  - Accurate application of at least 6 course concepts (18 points)
- Writing Quality: (10 points)
Personal Happiness Plan: Due May 8 (75 points)

Description (4-5 pages):

Students will write a personal happiness plan detailing realistic goals for increasing their own happiness. To write the personal happiness plan, students must reflect upon the happiness exercises conducted over the course of the semester while also integrating readings and other course material.

Before writing this paper, you should:

1. Retake the 5 well-being tests that you took for Homework 1.
2. Read your response to Homework 1.

Then, write your personal Happiness Plan. Be sure to include the following:

1. **Summarize your initial well-being goals from the beginning of the semester (Homework 1).** What goals did you identify? Why were these important to you? .5-1 PAGE
2. **Compare test results from beginning and end of semester.** Report on and compare the results of the 5 tests you took at the beginning and end of the semester. Have your scores changed? Why or why not? .5 PAGE
3. **Discuss progress of goals.** Did you make any progress on the goals you listed at the beginning of the semester? Why or why not? .5 PAGE
4. **Discuss 3 current well-being goals.** Identify three current well-being goals (can be the same or different from the beginning of the semester). Why are these goals important to you and why do you believe they will increase your happiness? (use 3 citations, .5-1 PAGE)
5. **Discuss 3 ways to work towards goals.** Identify three realistic, specific ways you intend to meet these goals. If your goals are the same as the beginning of the semester and your ideas for improvement were not successful, you should develop new ideas here. (1 PAGE) You should integrate your knowledge about the science of happiness into your discussion (e.g., cite at least 1 reading from the course). You should also integrate your experiences with happiness promoting exercises into your discussion (e.g., the homework assignments and other strategies to which you were exposed in this class.)
6. **Discuss potential success.** How optimistic are you that your happiness plan will be successful? Why? (Include at least 1 citation .5-1 PAGE)
Happiness Intervention projects (100 points)

Description:

**Final Group Research Project:** Students will work in groups of 5 to carry out a community happiness project. First, students will develop an idea for a happiness intervention that can be employed within their communities. Students will carry out these interventions and present their interventions to the class. Each group will present their literature review, hypothesis, methods (intervention), and personal reflections to the class orally.

Presentation length and dates:

10 minute presentations. Presentation dates: 4/27, 4/29, 5/4, 5/6, 5/11

Purposes of assignment:

1. Become familiar with a research area of interest to you that is related to happiness and well-being.
2. Think complexly about happiness promotion within communities.
3. Learn strategies to apply happiness research to real life situations.
4. Increase personal happiness, inspire and educate classmates regarding happiness research and interventions, and increase community well-being.

Project instructions and deadlines:

1. **February 9:** Sign up for a group.
2. **February 11:**
   a. **DUE: 2 specific ideas for happiness interventions and individual annotated bibliographies**
      i. Each group member should submit two specific ideas for a happiness intervention on Canvas. Bring your ideas to class on Feb18 to discuss with your group.
   b. **IN CLASS:** Discuss each person’s ideas. As a group, narrow down the ideas to one or two that you might actually carry out. Divide responsibilities among group members (e.g., decide that each person should pull 2 research articles from Psycinfo that relate to your general topics of interest with the purpose of assessing the feasibility of your project).
3. **February 20:** Each group member should submit (on Canvas) an individual annotated bibliography. The annotated bibliography should include at least 2 references for research articles the group will use to inform their intervention, along with a summary of each article (*NOTE* DO NOT COPY AND PASTE THE ABSTRACT. You must read and summarize the article in your own words).
4. **Feb 11-February 27: OUTSIDE OF CLASS—Communicate** with each other and develop your ideas. Remember that your intervention idea MUST be defensible in terms of the likelihood that it will increase community happiness. You MUST have a strong rationale grounded in happiness/well-being theory and research to support your intervention.
5. **February 25:** In class, discuss ideas for group project
6. **February 27:** Submit initial draft of ideas
7. **March 23:** In class-finalize methods
   a. You will have the entire class time to meet with your group. By the end of the class period, every group should have a final intervention idea. Attend TA or instructor Office Hours as needed if your group is struggling.
i. Finalize intervention idea. You should be ready to carry out your intervention at this point. In class, finalize the methods you will use to carry out your intervention. Identify a community you will target for your intervention. Continue thinking about how research and theory supports your intervention. Distribute specific duties and timeline to each group member. The TAs and instructor will be available to help you and answer questions.

Think about:
1. Why do you expect your intervention will increase happiness/well-being? Which aspects of well-being?
2. Why are you selecting this particular intervention?
3. How do you hope to benefit by conducting this intervention?
4. How do you hope others will benefit from your intervention?

8. MARCH 23-APRIL 22: OUTSIDE OF CLASS: Conduct your intervention! Your intervention should be complete prior to April 16. Continue gathering research and theory to develop a strong rationale for your intervention.

9. APRIL 22: Your intervention should be COMPLETE at this point. You should work on your final PowerPoint presentation.

10. APRIL 24: Final presentation slides due

11. APRIL 24-MAY 1: PRESENTATIONS
   a. Presentations can be delivered in PowerPoint format, or any other format approved by the instructor.
   b. Presentations should include:
      i. Introduction—past research building up your argument about why your intervention might produce community happiness
      ii. Methods section-detailing exactly what you did.
         1. Devise a methods section that describes how you would carry out a research project that would systematically measure the success of your intervention
      iii. Group reflection: What impact did this have on you personally? We will not collect ‘data’, but if you were to collect data to measure whether or not your intervention was effective, how might you do so? Did you informally gather any information that leads you to believe that your intervention was or was not successful (your personal reactions, observed reactions from others, etc?)
      iv. All group members should participate in the presentation
      v. Presentations should include some interactive components when appropriate (i.e., try to engage your audience).

****HAPPINESS GROUP PROJECT COMPETITIONS*****

After each presentation day, students will vote for:
1. The most effective intervention
2. The most engaging presentation

Winners will win one extra credit point.

General tips for Happiness Intervention Presentations:
1. This presentation is an opportunity to TEACH your classmates something new. Do not just repeat information discussed in class.
2. Be creative and find ways to engage your audience.
3. Find a way to show the class what you did for your intervention. Perhaps do a demonstration in class, put together a creative visual, or find some other way to showcase your work.
4. Make sure your intervention and all claims you make are clearly supported by research and theory. High grades will only be earned by groups that have designed interventions firmly rooted in research.

Grades:
You will earn a GROUP grade for this project. However, each group member will submit an anonymous peer audit form. This form will allow each student to indicate the amount of work that each member contributed. If a group indicates that an individual member did not contribute their fair share of work, that group member’s grade will be deducted accordingly. Thus, if Jill contributed only half of what her peers’ contributed to the group project, she will earn half of the group grade (if her group earns 100%, she will earn 50%).

<table>
<thead>
<tr>
<th>Happiness Intervention Presentation Criteria</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Introduction/literature review:</strong></td>
<td></td>
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<tr>
<td>• Which positive psychology construct did you address (clearly stated, 5 points)</td>
<td>/5</td>
</tr>
<tr>
<td>• Why is this an important? Importance should be based on research/theory. (15 points)</td>
<td>/15</td>
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<tr>
<td><strong>Method:</strong></td>
<td>/10</td>
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<tr>
<td>Who is your audience? 10 points</td>
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<tr>
<td>o Why did you choose this audience?</td>
<td></td>
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<tr>
<td>What is your intervention? 20 points</td>
<td></td>
</tr>
<tr>
<td>o Describe your intervention and methods in detail.</td>
<td>/20</td>
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<tr>
<td>o Why did you choose this particular intervention? This format? (use at least 2 citations)</td>
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<tr>
<td>o Show the class some part of your intervention (pictures, flyers, Facebook posts, participant quotes, etc)</td>
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<tr>
<td><strong>Group Reflection:</strong></td>
<td>/15</td>
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<tr>
<td>• What impact did you expect your intervention to have? Why?</td>
<td></td>
</tr>
<tr>
<td>• How did others respond to your intervention? Do you think it was successful? Why or why not?</td>
<td></td>
</tr>
<tr>
<td>• Discuss the experience of carrying out this project. What was your experience of carrying out this project? What did you learn from this project?</td>
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</tr>
<tr>
<td><strong>Presentation Quality:</strong></td>
<td>/15</td>
</tr>
<tr>
<td>• Clarity and organization of presentation</td>
<td></td>
</tr>
<tr>
<td>• All group members should participate in the presentation.</td>
<td></td>
</tr>
<tr>
<td>• Attractiveness of the slides</td>
<td></td>
</tr>
<tr>
<td>• Degree to which all group members are prepared to present/answer questions related to the presentation.</td>
<td></td>
</tr>
<tr>
<td>• Class engagement</td>
<td></td>
</tr>
<tr>
<td><strong>Intervention Quality:</strong></td>
<td>/20</td>
</tr>
<tr>
<td>• Creativity of intervention</td>
<td></td>
</tr>
<tr>
<td>• Extent to which intervention was connected to research</td>
<td></td>
</tr>
<tr>
<td>• Likelihood of success</td>
<td></td>
</tr>
<tr>
<td>• Appropriateness</td>
<td></td>
</tr>
<tr>
<td><strong>Additional Comments</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>/100</td>
</tr>
</tbody>
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