

ID807 Helping people to help themselves: Guiding the process of change

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Course Description

With the UN declaration of the need to achieve a better and more sustainable future to all by 2030, and the set of 17 sustainable development goals, there is a need to better understand: Can human change? Can human help human change? How can we apply an evidence based sustainable change process?

The graduate course combines three parts:

The course combines of theoretical learning: Based on 3 major theories: System theory explaining the importance of stability and change, Cognitive behavior theory that suggests ways to guide the process of change, the way to change thought emotion and behavior, to reinforce small steps and to raise motivation, etc. and Positive Psychology that aims to increase flourishing of human beings by focus on meaning, resources, strengths and virtues.

There will be focus on the nature of culture, understanding of people needs and motivation based on observation, discussion and case examples.

Throughout the whole course student will practice, experience and take an active part in the actual change while applying evidence based sustainable model for change process in the villages.

Learning Objectives

1. Establish a solid scientific foundation of theories relating to change
2. Develop a coherent understanding of components responsible for people ability to adopt change.
3. Acquiring tools for applying change
4. Practice and experience skills and techniques for evidence based change process .

Detailed lectures

Session no.	Topic
1	Introduction: Changes across the lifespan (system theories, learning theories)
2	Theoretical model for evidence based change: Pin point areas for change: Cause, events, specific versus general
3 -4	Working toward increasing motivation : Paul Gordon Model (the W questions) redefinition, cognitive restructuring , Individual goals for change -thinking rules
5-6	Emotion and sensation and their roles in change process
7	Maintain behavior, variables preventing change vs variables facilitating change
8	Strength and virtues
9	Environmental resources: Mobilizing social and familial resources for change, support and relationships
10	Assessment and evaluation
11-12	Case presentation
13	Summary: Describing projects effecting change

Assignments:

Active participation in class 10%

Reading 10%

Group presentation 80%

Reading list:

Basic readings:

Diener, E., Wirtz, D., Tov, W., Kim-Prieto, C., Choi, D.-w., Oishi, S., & Biswas-Diener, R. (2010). New well-being measures: Short scales to assess flourishing and positive and negative feelings. *Social Indicators Research*, 97(2), 143–156. <http://dx.doi.org/10.1007/s11205-009-9493-y>



- Fredrickson, B. L. (2013). Updated thinking on positivity ratios. *American Psychologist*, 68(9), 814–822. <http://dx.doi.org/10.1037/a0033584>
- Gilman
Hamama, L., Ronen, T. Shachar, K., & Rosenbaum, M. (2013). Links between Stress, Positive and Negative Affect, and Life Satisfaction among Teachers in Special Education Schools. *Journal of Happiness Studies*, 14,(3) 731-751.
- Keret, D., Orkibi, H., & Ronen, T. (2014). Green Perspective for a Hopeful Future: Explaining Green Schools' Contribution to Environmental Subjective Well-Being *Review of General Psychology*, 18(2), 82-88.
- Orkibi, H., Ronen, T. (2017). Basic Psychological Needs Satisfaction Mediates the Association between Self-Control Skills and Subjective Well-Being *Frontiers in Psychology*, 8 1-10.
Doi: 10.3389/fpsyg.2017.00936
- Kerret, D., Orkibi, H. Bukchin, S & T. Ronen, T. (2020) Two for one: Achieving both Environmental behavior and subjective well-being by implementing environmental hope enhancing Programs *Journal of Environmental Education* n, DOI: 10.1080/00958964.2020.1765131
- Ronen, T., & Keret. D. (in press) . Promoting Sustainable Wellbeing: Integrating Positive Psychology and Environmental Sustainability in Education. *International Journal of Environmental Research and Public Health*
- Ronen, T., & Rosenbaum, M. (2010). . Developing Learned Resourcefulness in Adolescents to Help Them Reduce Their Aggressive Behavior: Preliminary Findings. *Research on Social Work Practice*, 20, 410-426.
- Ronen, T.(in press). The Role of Coping Skills for Developing Resilience among Children and Adolescents **In** Kern, M. & Wehmeyer, M.L. (Eds.). *The international handbook of positive education*. New York: Palgrave Macmillan
- Snyder, C. R. (2000). *Handbook of hope: Theory, measures & applications*. San Diego, CA: Academic Press.
- Snyder, C. R., Hoza, B., Pelham, W. E., Rapoff, M., Ware, L., Danovsky, M., & Stahl, K. J. (1997). The development and validation of the Children's Hope Scale. *Journal of Pediatric Psychology*, 22(3), 399–421.