

Positive Project Guidelines & Worksheet
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Step #1: Provide an overview of a Positive Project you would like to implement. It must be something that excites you, and that is meaningful to you.

Step #2: Develop a task analysis of the project from start to end with task deadlines.

Step #3: Identify how the project will incorporate the PERMA model.

<p>P: Positive Emotions ___ The project stimulates the experience of positive emotions for the faculty member ___ The project stimulates the experience of positive emotions for the students</p>	<p>Explain how the project will meet the ‘Positive Emotions’ component.</p>
<p>E: Engagement ___ The project immerses students further into the profession ___ The project is challenging for students, but not unobtainable (Flow) ___ The project capitalizes on students’ strengths -- e.g., builds on something they learned or developed in the classroom</p>	<p>Explain how the project will meet the ‘Engagement’ component.</p>
<p>R: Relationships ___ The project provides opportunities for students to build social capital (with the faculty member, peers, community, profession) ___ The project has community reach (contributes to a greater good – e.g., clients, agencies, profession)</p>	<p>Explain how the project will meet the ‘Relationships’ component.</p>
<p>M: Meaning ___ The project is meaningful to you</p>	<p>Explain how the project will meet the ‘Meaning’ component.</p>

<input type="checkbox"/> The project provides opportunities for students to give to others (altruism) and find meaning in their work (existentialism)	
A: Accomplishment <input type="checkbox"/> The project has an outcome where students can be recognized for their work <input type="checkbox"/> The project includes opportunities for autonomy (self-determination) <input type="checkbox"/> The project helps the faculty member advance towards one's own professional goals	Explain how the project will meet the 'Accomplishment' component.

Step #4: Do a deep-dive into the benefits of the project at various layers. Consider the benefits associated with the PERMA model. Be as specific as possible (e.g., publication to add to resume, particular skills that will be gained, contributions to the profession, forming relationships with clinicians in the field that could help in securing internships)

<input type="checkbox"/> Benefits for students who would participate in the project	
<input type="checkbox"/> Benefits for other students in the academic Program	
<input type="checkbox"/> Benefits for the faculty member facilitating the Positive Project	
<input type="checkbox"/> Benefits for the Program, Department, College, University	
<input type="checkbox"/> Benefits for the community/society	
<input type="checkbox"/> Benefits for the profession	

Step #5: Student identification and invitation

<input type="checkbox"/> Identify the foundational skills/knowledge that students need to possess to be successful with the project	
<input type="checkbox"/> Determine how you will identify students who possess the foundational skills/knowledge	
<input type="checkbox"/> Determine the minimum and maximum number of students needed for the project to be successful	
<input type="checkbox"/> Determine the amount of time the students will be required to commit to the project (e.g., # of weekly/monthly hours)	
<input type="checkbox"/> Determine the optimal student recruitment strategy (e.g., personal face-to-face invitation, email invitation, a general call for applications)	

<p>*Note: The strategy needs to be designed to stimulate the student’s experience of positive emotions (you need to convey your excitement for the project, why you think it would be fantastic for the student to participate in the project) and reduce anxiety about trying something new (e.g., will work together as a team; you can do it --- Pygmalion Effect)</p>	
<p>__ Write/prepare the invitation. It should include, at a minimum, an overview of the project, benefits of the project, and time commitment. If students are completing an application, include application procedures/deadline and when and how students will be informed as to whether or not they were accepted.</p>	
<p>__ Consider if it would be helpful to hold a group informational session about the project so students could better determine if they want to accept your invitation or submit an application.</p>	

Step #6: Host a team meeting for all involved with the project

<p>__ Determine optimal meeting mode (e.g., online, in-person)</p>	
<p>__ Determine meeting format. Typically begin by welcoming everyone, convey your excitement for the project and pride in their willingness to become involved in the project ‘with’ you (P, R), encourage everyone to introduce themselves with you sharing additional information with the team about the student as appropriate to highlight that you know and take an interest in each student (R), provide an overview of the project with particular emphasis on the benefits students will gain from participation in the project (M, A) and that it might seem a bit challenging but that you are all going to work together as a team to accomplish the project (P, E, R, A), and lay out a clear strategy of how the project will be completed (A).</p>	

Step #7: Implement the project

The way the project is implemented will vary depending upon the project. However, the faculty member should be attentive to integrating the PERMA model within each step of the project.

<p>__ To keep the positive emotions flowing, consistent and routine communication is necessary. Consider sending weekly email communication. Include video/audio files to additionally (and better) convey your emotions (excitement, pride, joy). Send the email on a specific day of the week every week (e.g., every Friday). Convey what has been accomplished that week and the next steps for the upcoming week (A). Remind students that we are functioning as a team, encourage them to reach out to you and</p>	
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<p>other teammates with questions, encourage collaboration, and reinforce permission that it is ok not to know something or need help (P, E, R, M, A). Email should be written in a positive and happy tone. Consider using emojis (P, R).</p>	
<p>___ Consider holding group project meetings, along with providing individual mentoring as needed. They could be working meetings where everyone works together on the task or skill-based sessions where the team gets together to practice skills and receive helpful feedback (e.g., dry runs of conference presentations) or learn specific skills related to the project (e.g., teaching students how to screen abstracts) (P, E, R, M, A)</p>	

Step #8: Closing the project

<p>___ Identify and implement ways to recognize students for their involvement in the project (e.g., Facebook post, email blast to students in the major, a group picture and small write-up outside the Program's office in the hallway, a special thank you letter) (P, R, M, A)</p>	
<p>___ Remind and explain to students how to best document their involvement in the project on their resumes (P, M, A). The faculty member should also add this project to their CV (P, M, A).</p>	
<p>___ Share your continued interest in helping them with their professional growth (e.g., open door for continued collaboration, willingness to be a resource for them, letting them know about upcoming projects, helping them to make additional connections that could propel them further into the work related to the project) (P, R, M)</p>	