



# Pioneering Socioeconomic Solutions & Development

**Module Code: RE9-20 B\***

**Module Title: Psychology and Resilience Economy**

**Faculty: Socioeconomy**

1. **Level: 9 Semester: Two** **Credits: 15**
2. **First year of presentation: 2023**
3. **Administering Faculty: TBA**
4. **PRE9-requisite or co-requisite modules: Introduction to Resilience Economy (RE9-20) \*\***

## 1.0 Allocation of study and teaching hours

Student hours allocation	Student Hours	Staff hours
<b>Lectures</b> (Taking Discussion Notes, Participation in Visits and Active Contribution)	<b>10</b>	<b>50</b>
<b>Practical classes/ Presentations/</b> (Module Project & Presentation)	<b>35</b>	<b>20</b>
<b>Inspiration Labs</b>	<b>50</b>	<b>50</b>
<b>Self-directed study, Set reading etc.</b> (Student case studies)	<b>15</b>	<b>---</b>
<b>Assignments – preparation and writing</b>	<b>15</b>	<b>10</b>
<b>Examination (Open Book) – Assessment</b>	<b>25</b>	<b>20</b>
<b>TOTAL</b>	<b>150</b>	<b>150</b>

## 2.0 Brief description of aims and content

The module targets to establish linkage between the concepts of resilience economy and psychology. The students would study how the mindset of resilience, tolerance can build hardiness in both the individual and the community, including the organisation they belong to.

The impact of the resilience economy practices is measured to show the students the effectiveness of the mindset (which is a collection of assumptions, behaviours, attitudes and reflections) on the total the socioeconomic status and communities development. The module presents the main guidelines of what and how to build resilience practices that lead to different socioeconomic change taking the psychological human factors into consideration.

## 3.0 Learning Outcomes

### 3.1 Knowledge and Understanding

- i. The graduates at the end of the module will have acquired the necessary learning and experience that intellectually and pragmatically equip them to:
- ii. Critically Understand how the brain, the heart and the human mindset work
- iii. Review the positive psychology in the last decades and what its relation to the inspiration economy projects.
- iv. Realise how to excite or change the mindset of the resilience project stakeholders and maintain their sustained inspiration.



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- v. Effectively illustrate how the inspired mindset can be a source for differentiation for the project outcome.
- vi. Utilise modern tools and methods that help to sustain the mindset development and engagement with socio-economic projects.

### **3.2 Cognitive/Intellectual skills/Application of Knowledge**

Having successfully completed all the modules of resilience economy, students should be able to:

- vii. see opportunities inside contemporary and future challenges, using lots of positive psychology techniques;
- viii. Solve, Develop, Improve life and livelihoods conditions in the communities, whether in urban or rural areas.
- ix. Specialise in eliminating poverty, improving equality, and empower the vulnerable.
- x. Work on creating participatory community programs in collaboration with government and NGOs.
- xi. Identify opportunities and work on improving or fostering collective strategies to maximise the successes from the management of change efforts.
- xii. Work with the employees to improve the culture of the organisation and adapt to new conditions or ensure the transition or transformation to the new state.

### **3.3 General Transferable Skills**

Having successfully completed all the modules of Resilience economy programme, students should be able to:

- xiii. Identify, or exploit opportunities around the problem and then to analyse them to develop short- and long-term solutions.
- xiv. Be Unique in research, and creativity, besides can work with diversified teams.
- xv. Demonstrate profound knowledge in the field of Resilience Economy and its related practice while applying its relevant theoretical and practical frameworks.
- xvi. To synthesise and critically evaluate with empathy challenges, problems, ideas, opportunities and observations from multiple sources and from different perspectives, i.e. with holistic thinking, in order to develop coherent and evidence-based arguments.
- xvii. Creatively and systematically address complex socioeconomic issues and develop practical and innovative solutions.

## **4 Indicative Content**

- a) Introduction to the human physiology and constructs of the Inspiring Mindset
- b) Reviewing the history of positive psychology and its concentration on the mindset
- c) Problem Solving and the Role of the Mindset
- d) Researching how to Create Community Development by changing the Mindset
- e) Identifying Cases where the mindset made a difference in Socio-economies

## **5 Learning and Teaching Strategy**



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	<b>Topics covered</b>	<b>CILOs</b>	<b>Teaching Method</b>	<b>Assessment</b>
1	Introduction to the human physiology and constructs of the Inspiring Mindset	i. ii.	Lecture/ Discussion	Active Participation
2	Reviewing the history of positive psychology and its concentration on the mindset	iii. iv.	Lecture/ Students Presentations & Discussion	Assignment #1
3	Problem Solving and the Role of the Mindset	X, xi, xii,	Lecture/ Discussion/ Projects/ Case Study	Case #1 Inception of Module Project
4	Researching how can Create Community Development by changing the Mindset	Viii, xiv	Research Analysis Application	Research & Active Participation
5	Identifying Cases where the mindset made a difference in Socio-economies	Xv, xi,v	Lecture/ Students Presentations, Discussion	Project Continuation

### Open Book Exam

## 6 Assessment Strategy

- Taking Discussion Notes,
- Participation in Visits and Active Contribution
- Assignments
- Students Case Studies
- Module Project & Presentation
- Final (Open Book Exam)

## 7 Assessment Pattern

Components	Weighting (%)	Learning objectives covered
<b>In-module assessment:</b>	<b>30%</b>	
Taking Discussion Notes, Participation in Visits and Active Contribution		<b>1,2,3,4,5,6</b>
Assignments		
Students Case Studies		
<b>Final assessment:</b>	<b>70%</b>	
Module Project & Presentation	<b>45%</b>	
Final Assessment (Open Book Exam)	<b>25%</b>	<b>1,2,3,4,5</b>

## 8 Strategy for feedback and student support during module



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Each Presentation is marked, marks post on the module Web on the University Postgraduate Online Campus Platform, with immediate feedback (direct contact with the student or contact through the online modules platform); Specimen examination papers and solutions available.

## **9 Indicative Resources**

Besides the international references in the relevance to the module, the following are the IIEP published research:

### **Textbook(s):**

#### **Book of Reference No 1**

Buheji, M (2019) *Designing a Curious Life*, AuthorHouse, UK. ISBN- 9781728386171

#### **Book of Reference No 2**

Buheji, M (2016) *Handbook of Inspiration Economy*. Bookboon, London, UK. ISBN: 978-87-403-13185.

#### **Book of Reference No 3**

Buheji, M. (2018) *RE9-Inventing Our Lives, A Handbook for Socio-Economic “Problem-Solving”*, AuthorHouse, UK. ISBN- 978-1-5462-9840-3.

### **Paper References**

1. Buheji, M and Jahrami, H (2020) *Analysing Hardiness Resilience In Covid-19 Pandemic - Using Factor Analysis International Journal of Management (Ijm)* Volume 11, Issue 10, Oct 2020, pp. 802-815.
2. Buheji, M; Jahrami, H; Dhahi, A (2020) *Minimising Stress Exposure During Pandemics Similar to COVID-19, International Journal of Psychology and Behavioral Sciences, Vol. 10 No. 1, pp. 9-16.*
3. da Silva, M; Rocha, R; Buheji, M; Jahrami, H and Cunha, K (2020) *A systematic review of the prevalence of anxiety symptoms during coronavirus epidemics, Journal of Health Psychology, pp. 1 –11*
4. Ebrahim A, Saif Z, Buheji M, AlBasri N, Al-Husaini F, Jahrami H. (2020) *COVID-19 Information-Seeking Behavior and Anxiety Symptoms among Parents. OSP Journal of Health Care and Medicine, 1(1): 1-9*
5. Buheji, M; Hassani, S; Ebrahim, A; Cunha, C; Jahrami, H; Baloshi, M; Hubail, S (2020) *Children and Coping During COVID-19: A Scoping Review of Bio-Psycho-Social Factors. International Journal of Applied Psychology, 10(1): 8-15.*
6. Buheji, M (2020) *Psychological Resilience and Poor Communities Coping with COVID-19 Pandemic, International Journal of Psychology and Behavioral Sciences, Vol. 10 No. 4, pp. 100-108.*
7. Buheji, M (2020) *Fluid Thinking for Ageing Parents – Compensating the Psychological Risks of COVID-19 Pandemic Using Gamification, International Journal of Psychology and Behavioral Sciences, Vol. 10 No. 4, pp. 93-99.*
8. Buheji, M (2020) *Optimising ‘Moments of Pauses’ – A Reflections from COVID-19 Pandemic, International Journal of Psychology and Behavioral Sciences, Vol. 10 No. 4, 2020, pp. 85-92.*
9. Buheji, M; Ahmed, Dunya and Jahrami, H (2020) *Living Uncertainty in the New Normal, International Journal of Applied Psychology; 10(2): 21-31.*



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10. Buheji, M and Buheji, A (2020) Intelligent Living with 'Ageing Parents' During COVID-19 Pandemic. International Journal of Psychology and Behavioral Sciences; 10(3): 76-83.

### **Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):**

- a) Additional required materials will be provided throughout this module in a soft copy.
- b) Field Visits will be arranged based on students availability in the Morning or Afternoon to certain entities that have managed to bring solutions for complex problems, or have a problem that needs to be investigated.
- c) Exerts from Lifelong Learning Books would be used for discussion during the class.

### **10 Module Team**

#### **To be announced once HEC give provisional approval**

Dr. MOHAMED Buhijji  
Professor FAIZ Galloui  
Professor NADA Trunk  
Dr. DUNYA Ahmed

**Module coordinator:** Dr. Mohamed Buheji & TBA (Program Advisory Board)  
Email: [buhejim@gmail.com](mailto:buhejim@gmail.com)



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## 11 UNIT APPROVAL

Faculty	Dean /Director	Date
<b>1</b>	Signature	
	1. Dr. MOHAMED Buheji (Founder International Inspiration Economy Programme)	
	Signature	
	2. Mr. ....(Director Quality Assurance SIAS) To be recruited once HEC grant provisional approval for SIAS	
<b>2</b>	Signature	
	3. Prof. Dunya Ahmed ( Vice-Chancellor SIAS)	
	Signature	

## 12 Seen and noted

<b>Library</b>	Signature	
	Print Name Pending Recruitment after HEC approval	
<b>ICT</b>	Signature	
	Print Name Pending Recruitment after HEC approval	
<b>Quality Office</b>	Signature	
	Print Name	
<b>VRAF (Director Finance) SIAS</b>	Signature	
	Print Name	





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