

**EDU/EDCO 6882: Positive Psychology and Spirituality in the
Schools (3 credits) Winter**

COURSE INSTRUCTORS:

Office: Peterson Hall 310 **Office Hours:** by appointment

Phone: **Email:**

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Phone: **Email:**

Phone: Email:

Seattle Pacific University Mission Statement

Seattle Pacific University seeks to be a premier Christian university fully committed to engaging the culture and changing the world by graduating people of competence and character, becoming people of wisdom, and modeling grace-filled community.

Department of Counselor Education Mission Statement

“Our task is to prepare individuals for service and leadership as school counselors in K-12 settings. Students who complete our program will reflect God’s excellence, grace, mercy, and goodness as representatives of Seattle Pacific University.”

COURSE MEETING DATE, TIME & LOCATION:

Mondays 4:30 pm to 7:05 pm; Bertona 1

REQUIRED TEXT:

- Required readings related to positive psychology will be posted on Canvas one week prior to the lecture.
- Nouwen, H. (2002). *Life of the beloved: Spiritual living in a secular world*. New York: Crossroad.
- Brown, B. (2017). *Braving the Wilderness: The Quest for True Belonging and the Courage to Stand Alone*. New York: Penguin Random House.
- *Publication Manual of the American Psychological Association* (7th Ed.) (2019). The American Psychological Association: Washington, DC.
- **Canvas Log in:** <http://learn.spu.edu/> (206-281-2170)

COURSE DESCRIPTION:

This course provides an overview of the major theories, research, and best practices relating to positive psychology, and examines the connections between human spirituality and positive psychology. Discussion topics will focus on positive emotional and cognitive states, and positive character traits; including those related to the strengths of transcendence and spirituality. This course will also explore various approaches and materials that could assist school counselors and educators in their work with school-age children.

COURSE OBJECTIVES AND LEARNING OUTCOMES:

The course is designed to address several knowledge base criteria for program standard, CACREP common core and specialty standards. **Upon completion of this course, students should be able to achieve the following learning outcomes:**

Objective 1: Knowledge and Skills

CACREP:

- Consider the impact of spiritual beliefs on clients' and counselors' worldviews (CACREP 2009 Common Core G.2a).
- Discuss theories for facilitating optimal development and wellness over the life span (CACREP 2009 Common Core G.3h).
- Know strategies for helping students identify strengths and cope with environmental and developmental problems. (CACREP 2009 Counseling Knowledge C3)
- Advocate for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. (CACREP 2009 Diversity Skills F3)

Objective 2: Critical and Analytical Thinking

- Develop skills for critically evaluating and applying their knowledge to issues related to their profession.

Objective 3: Values

- Develop an appreciation for science-based values of professional and research inquiry that reflect both the scientific nature and the applied nature of the topics.
- Cultivate empathy, compassion and a sense of responsibility to care for others (God's people), including those who are culturally diverse, marginalized, and/or underserved. In addition, become an active agent in promoting positive changes in the school community (God's world).

Objective 4: Professional Identity and Development

- Develop a richer understanding of our own character strengths, values, and spirituality. Explore how spiritual identity formation and development connects to or influences psychological well-being, and vice versa—both within ourselves and in our counselees.
- Demonstrate responsible stewardship in one's work place and professional field.

COURSE REQUIREMENTS AND EVALUATION:

Grading Scale¹: 94-100 = A; 90-93 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+; 73-76 = C

Grade Items ²	% or Assignment Weight	Due Date See Canvas	Objectives
1. Me at my Best Self Reflection – Google Survey Form	3%		4
2. Attendance at the (a) Library Workshop; (b) Two sessions of the Student Presentations	3%		3, 4
3. Personal Experiment and Reflection Exercises (each 10%)	30%		1, 2, 3, 4
4. Intervention Project Group Paper outline	5%		1, 2, 3
5. Intervention Project Paper (one paper per group)	15%		1, 2, 3
6. Intervention Project Oral Presentation (one presentation per group)	20%		1, 2, 3
7. Peer Evaluation for the Group Project Participation	9%		4
8. Instructor Evaluation of Class Participation & Professionalism	9%		4
9. Self Evaluation	6%		4
Total	=100		

¹ Per program requirements, you must receive a B or higher grade in this course for course credit.

² If you or your group receive an initial grade that is lower than a B equivalent for any graded written assignments, you will have to revise and resubmit the assignment within a week. The highest grade for the revised paper is not to exceed a letter grade of A-.

1. **Me at My Best Self Reflection.** Share a story about "you at your best": a story illustrating your character strengths. (See a sample posted on Canvas.) Complete the Google survey on Canvas.
2. **Attendance at the Library Workshop & Student Presentations.** Attendance is an important aspect of this course. Participating in the Library Workshop and the two sessions of the student presentations toward the end of the quarter could further the development of your research ideas and enhance your knowledge in positive psychology or spirituality interventions.
3. **Personal Experiment and Reflection Exercise.** Throughout the course, students will complete three positive psychological or spiritual personal experiments and write journal entries reflecting on their experience participating in these experiments (2-3 pages double spaced). Guidelines and grading rubric will be posted on Canvas and discussed in class.
4. **Strengths-based Intervention Project – Outline.** Submit an outline of your group project paper (see #5) (see due date on Canvas). Use the library workshop to finalize the scope of your topic, consolidate your literature review, and/or organize the flow of your paper. See the instructions on Canvas.
5. **Strengths-based Intervention Project – Paper.** Your group will write a paper proposing the application of a theory or construct related to positive psychology and/or spirituality to improve the lives of school-aged children. Examples include positive psychological, spiritual, or strengths-based prevention or intervention programs, workshops, retreat, curriculum, etc. About half of your paper should be devoted to reviewing theories and research on your theory/construct related to positive psychology and/or spirituality, and the remaining half of your paper should be devoted to the application of the theory to your area of interest. Page limit: 6-8 pages (excluding cover page, abstract and references; font size: 12 points, Times New Roman, double spacing, 1-inch margin on all sides). The paper should have at least 6 scholarly references, at least 4 of which must be peer-reviewed empirical studies. The paper should be written in the APA 6th edition style. Guidelines and grading rubric will be posted on Canvas and discussed in class.
6. **Strengths-based Intervention Project – Oral Presentation.** Your group will present in class the proposed intervention project. The presentation should be 15-20 minutes long. All members must take part in the oral presentation to receive a grade for this assignment. Guidelines and grading rubric will be posted on Canvas and discussed in class.
7. **Peer Evaluation.** Each of your group members will evaluate your contribution to the intervention project paper and the oral presentation. Guidelines for peer rating will be posted on Canvas and discussed in class.
8. **Instructor & Self-Evaluation.** Professional behavior is an expectation of this course. If you are unable to attend class please arrange to obtain class notes, handouts, etc. from a classmate and notify your instructors before class. Students are expected to complete the assigned readings prior to class.

Your group will be asked to develop 2-3 discussion questions based on the assigned readings and facilitate a 20 to 30-minute discussion in class. Discussion questions should be developed to enrich or enlarge participants' viewpoints.

For all assignments, please see detailed instructions and grading rubric posted on Canvas.

SCHEDULE³

Note: PERE = Personal Experiments and Reflection Exercises

Date	Week	Topic (Theme)	Readings	Instructors	Groups to facilitate discussion	Assignments Due
	1	Overview of the Course	See Canvas			<ul style="list-style-type: none"> VIA Character Strengths Survey
	2	Happiness and Positive Emotional States	See Canvas		#7	<ul style="list-style-type: none"> Me at My Best Self Reflection
	3	Identity	Nouwen, pp. 11-66		#6	<ul style="list-style-type: none"> PERE #1
	4	Connectedness	Brown Ch. 1-4		#5	
(Meet in library Seminar Room)	5	Self-regulation and Persistence (4:30-5:35 pm) Library Workshop (5:45-7:05)	See Canvas		#4	Please bring your laptop. <ul style="list-style-type: none"> PERE #2
	6	Optimism and Positive Cognitive States	See Canvas		#3	<ul style="list-style-type: none"> Group Project Outline Due
	7	Love, Authenticity in Relationship	Nouwen, pp. 67-103 Brown Ch. 5-7		#2	<ul style="list-style-type: none"> PERE #3
	8	Gratitude (<i>Spirituality – Research and Interventions – Optional</i>)	See Canvas		#1	<ul style="list-style-type: none"> Group Paper Due on Canvas by 4:30 pm
	9	Student Group Presentations #1-4			None	
	10	Student Group Presentations #5-7			None	<ul style="list-style-type: none"> Peer Evaluation Self Evaluation

³ Schedule may change to accommodate the pace of the class, student needs, etc.

PERTINENT INFORMATION AND POLICIES

Class Policy:

- Unless specified otherwise, all assignments are due at the beginning of class (4:30 pm) on Canvas.
- All written assignments must adhere to the APA style.
- Late assignments will be deducted 1% of the total grade of that assignment per day (e.g., if the assignment is worth 10 points, a late submission will lose 1 point per day).
- Attendance and participation are an important aspect of this course. Should you have to miss class, please e-mail the instructors BEFORE the start of class.
- Please make every effort to arrive on time to class.
- Incomplete grades can be arranged only for medical or family emergencies. Students must initiate the process by no later than eighth week of the quarter.

Academic Integrity Policy: Students are expected to follow the standards of scholarship explained in the most recent Graduate Catalog. The penalty for any proven or admitted infraction of these standards will be a course grade of “E,” meaning fail.

Disability Support Services: If you have a specific disability that qualifies you for academic accommodations, please contact Disabled Student Services in the Center for Learning to make your accommodations request. Once your eligibility has been determined, Disabled Student Services will send a letter to your professors indicating what accommodations have been approved.

Inclement Weather School Closure Policy: Full Closure—all classes are canceled and all offices are closed. The Library, Campus Dining Services and the Student Union Building will be operational on a limited schedule. For Evening Classes and Events: Allowing for weather changes during the day, a decision will be made by 2:00 p.m. for evening classes and events. Call the Emergency Closure Hotline for the updated information. The Emergency Closure Hotline (206) 281-2800 always provides current and complete information.

Technology Integration: As identified in section A.14. of the Ethical Standards for School Counselors (ASCA, 2016), technology is an important aspect of the school counseling profession. To support this opportunity for growth for future professional school counselors, this course utilizes Canvas (canvas.spu.edu) to integrate technology throughout this course. If you have questions regarding Canvas that is related to technology (not course specific), please contact library front desk at 206-281-2228 or librarytechdesk@spu.edu. If you are unfamiliar with how to use either system, please contact SPU library for information and/or training.

Emergency Preparedness Information:

Report an Emergency or Suspicious Activity

Call the Office of Safety and Security to report an emergency or suspicious activity by dialing 206-281-2911 or by pressing the call button on a campus emergency phone. SPU Security Officers are trained first responders and will be dispatched to your location. If needed, the SPU Dispatcher will contact local fire/police with the exact address of the location of the emergency.

SPU-Alert System

The SPU-Alert System is SPU’s emergency notification system. It can send information via text message, email, electronic reader board, computer pop-ups (for SPU computers), loudspeaker, and recorded cell phone messages. Text messaging has generally proven to be the quickest way to receive an alert about a campus emergency. In order to receive text messages from SPU-Alert, you must provide SPU with your cell phone number through the

Banner Information System on the web, <https://www.spu.edu/banweb/>. Select the Personal Menu then choose the Emergency Alert System tab. Contact the CIS Help Desk if you have questions about entering your personal contact information into the Banner Information System. Emergency announcements may also be made by SPU staff members serving as Building Emergency Coordinators (“BECs”).

Lockdown / Shelter in Place – General Guidance

The University will lock down in response to threats of violence such as a bank robbery or armed intruder on campus. You can assume that all remaining classes and events will be temporarily suspended until the incident is over. Lockdown notifications are sent using the SPU-Alert System.

If you are in a building at the time of a lockdown:

- * Stay inside and await instruction, unless you are in immediate visible danger.
- * Move to a securable area (such as an office or classroom) and lock the doors.
- * Close the window coverings then move away from the windows and get low on the floor.
- * Remain in your secure area until further direction or the all clear is given (this notification will be sent via the SPU-Alert System).

If you are outside at the time of a lockdown:

- * Leave the area and seek safe shelter off campus. Remaining in the area of the threat may expose you to danger.
- * Return to campus after the all clear is given (this notification will be sent via the SPU-Alert System).

Evacuation – General Guidance

Students should evacuate a building if the fire alarm sounds or if a faculty member, a staff member, or the SPU-Alert System instructs building occupants to evacuate. In the event of an evacuation, gather your personal belongings quickly and proceed to the nearest exit. Most classrooms contain a wall plaque or poster on or next to the classroom door showing the evacuation route and the assembly site for the building. Do not use the elevator. Once you have evacuated the building, proceed to the nearest evacuation assembly location. The “Stop. Think. Act.” booklet posted in each classroom contains a list of assembly sites for each building. Check in with your instructor or a BEC (they will be easily recognizable by their bright orange vests). During emergencies, give each BEC your full cooperation whenever they issue directions.

Additional information about emergency preparedness can be found on the SPU web page at <http://www.spu.edu/info/emergency/index.asp> or by calling the Office of Safety and Security at 206-281-2922.