

**CPSY 388 Mindfulness Meditation and Psychotherapy:  
Theory, Research and Practice<sup>1</sup>  
Fall Quarter 2021**

**Department of Counseling Psychology  
Santa Clara University**

Professor: Shauna L. Shapiro, Ph.D.

Email: [slshapiro@scu.edu](mailto:slshapiro@scu.edu)

Phone: 408-554-4436

Office Hours: Mondays 3-5pm and Tuesdays 11:30-12:30pm. If needed I am also available to meet at times outside office hours, and I am available on my cell phone: (650) 387-2892.

### **Course Description**

*Mindfulness Meditation and Psychotherapy: Theory, Research and Practice.* This course, as stated in its title, involves three components, theory, research and practice. Theory includes both classical and contemporary perspectives, including the traditional teachings of the Buddha as well as contemporary Western perspectives of mindfulness. The research component surveys and summarizes the several hundred studies of contemplative practices with an emphasis on the more recent well-controlled designs. The therapy component examines clinical studies of therapeutic applications, of which there are now many, including the treatment of anxiety and depression, eating disorders, hypertension and chronic pain.

Experiential practice is core to the course, as it will offer students a deeper understanding of meditation and its potential implications. Too often, in academic courses, students are left with a cognitive understanding of materials, however they are at a loss for how to incorporate this knowledge into their life. This is especially critical in the field of counseling psychology, where the content of the courses is intended to be directly applied in the therapy sessions. I believe through experiential practice; you will be able to bring specific qualities and skills into embodiment. Further, thru connecting contemplative practices with the content of psychotherapy, it is likely that greater insights and deeper appreciation of the material under study will occur. In summary, *this class is both an academic class and an experiential lab where we experiment with practices with an open mind, bringing our honest reactions to share with the class.*

### **Course Objectives**

- Students will have a foundation of knowledge on mindfulness research.
- Students will be knowledgeable regarding the clinical applications of mindfulness.
- Students can articulate the applications of mindfulness for therapists and psychotherapy.
- Students are proficient in the specific mindfulness practices and techniques including body scan, mindfulness meditation, and lovingkindness and compassion meditation.
- Students will be multiculturally competent and be aware of how issues of bias, assumptions, power and privilege must be considered in the clinical application of mindfulness.

---

<sup>1</sup> The development of this course was funded by a fellowship from the Center for Contemplative Mind in Society and the American Council of Learned Societies.

## Required Reading

### **Books**

Shapiro, S. (2020) *Good Morning, I Love You: Mindfulness & Self-Compassion Practices to Rewire Your Brain for Calm, Clarity & Joy*. Sounds True, CO.

Shapiro, S.L. & Carlson, L.E. (2017). *The Art and Science of Mindfulness: Integrating Mindfulness into Psychology and the Helping Professions*. Washington D.C.: APA Books.

Williams, Justin Michael. (2020) *Stay Woke: A Meditation Guide for the Rest of Us*. Sounds True, CO.

### **Required Audio**

Meditation MP3 can be downloaded at [drshaunashapiro.com](http://drshaunashapiro.com)

### **Recommended Journal Articles**

Aggs, C. & Bambling, M. (2010). Teaching mindfulness to psychotherapists in clinical practice: The mindful therapy programme. *Counselling and Psychotherapy Research*, 10(4), 278---86.

Bogels, S.M., Lehtonen, A., & Restifo, K. (2010). Mindful parenting in mental health care. *Mindfulness* (1) 1-14.

Bruce, N., Shapiro, S. L., Constanza, M., Manber, R. (2010). Psychotherapist mindfulness and the psychotherapy process. *Psychotherapy Theory, Research, Practice*, Vol. 47, No. 1, 83–97.

Andrea D. Grabovac & Mark A. Lau & Brandilyn R. Willett (2011). Mechanisms of Mindfulness: A Buddhist Psychological Model. *Mindfulness*

Stefan G. Hofmann, Alice T. Sawyer, Ashley A. Witt, and Diana Oh. The Effect of Mindfulness-Based Therapy on Anxiety and Depression: A Meta-Analytic Review. *Journal of Consulting and Clinical Psychology*. 2010, Vol. 78, No. 2, 169–183.  
[http://www.mindfulnessblog.nl/images/pdf/Hofmann\\_2010\\_MBT\\_anxiety\\_depression\\_review\\_metaanalyse.pdf](http://www.mindfulnessblog.nl/images/pdf/Hofmann_2010_MBT_anxiety_depression_review_metaanalyse.pdf)

David S. Ludwig; Jon Kabat-Zinn (2008). Mindfulness in Medicine. *JAMA*. 2008;300(11):1350-1352

Baer, R. (2003). Mindfulness training as a clinical intervention: A conceptual and empirical review. *Clinical Psychology: Science and Practice*.

Segal, S. (2005). Mindfulness and Self-Development in Psychotherapy. *Journal of Transpersonal Psychology*.

Grepmaier L, Mitterlehner F, Loew T, Bachler E, Rother W, Nickel M (2007) Promoting Mindfulness in Psychotherapists in Training Influences the Treatment Results of Their Patients: A Randomized, Double-Blind, Controlled Study. *Psychotherapy and Psychosomatics*, 76, 332-338

### **Recommended Readings**

Brach, T. (2020). *Radical Compassion: Learning to Love Yourself and Your World with the Practice of RAIN*.

Bien, T. (2006). *Mindful Therapy: A Guide for Therapists and Helping Professionals*. Boston: Wisdom Publications.

Magee, R. (2019). *The Inner Work of Racial Justice: Healing Ourselves and Our Communities through Mindfulness*. NY.

Germer, C., Siegel, R., & Fulton, P. (Eds.) (2005). *Mindfulness and psychotherapy*. New York: Guilford Press.

Segal, Z., Williams, J., & Teasdale, J. (2002). *Mindfulness-based cognitive therapy for depression*. New York: Guilford Press.

Siegel, D. (2010). *The Mindful Therapist: A Clinician's Guide to Mindsight and Neural Integration (Norton Series on Interpersonal Neurobiology)*. New York, NY: W.W. Norton & Company.

### **Course Requirements + “Course Rewirements”**

My hope is that most students will take this course not just because they want to learn about theories of how to live a happier life— instead, **I want students to take this course because they personally want to live a happier life and to become the best therapists possible to help others live the happiest lives possible.**

As you’ll see in the first week of class, science shows that merely learning about the empirical findings and theories is not enough to achieve real behavior change. The path to becoming happier and more successful requires more than just learning the material— it involves actually putting in work to set up the right habits and mindset. As you’ll learn more in the next few weeks, putting in this sort of work is the only way to rewire your brain and behaviors. **What you practice grows stronger.**

And that’s why **this course includes both academic learning and experiential learning**. The only way this course will make you happier is if you use the course as an impetus to put better habits into place— habits that will allow you to live a happier and more fulfilling life. **The Course Requirements can be thought of as “Course Rewirements”).** The goal of the rewirements is “rewire” your automatic habits and strategies. The rewirements are a series of activities and exercises aimed at making you happier, healthier, and more resilient. These include the weekly meditation practices and experiential exercises. These practices are essential to the course and sometimes involve *even more time and hard work* than the academic papers and presentations even though they won’t be factored into your final course grade. But if you’re taking this course to improve your life and your capacity as a therapist, then please take the rewirement practices just as seriously as the other course requirements.

### **Course Rewirements:**

### *Class participation and Attendance*

*More than one missed absence will result in half a grade reduction.* Class participation also includes timeliness to class. **If the first class is missed, except for extenuating circumstances as determined by the Professor, students will not be admitted to the course and will have to withdraw if they are already enrolled.**

### *Weekly written reflections*

Part 1: Reflection – The aim of weekly reflections is to give you an opportunity to pause and *reflect* upon the reading and how it relates specifically to you. Discuss main points and strengths and weaknesses you have with the new micro skills. The reflections should be 1 page, typed (Times New Roman double-spaced). The length of the reflections are purposely short, so please be thoughtful and precise in your writing. I encourage you to share as deeply as you feel comfortable. However please note that I will NOT follow up on any of the reflections in attempt to give you privacy to share without feeling that you will have to discuss further. If you want to talk to me about something personal, please see me in person.

Part 2: Discussion questions – As a part of asynchronous learning, this quarter we will be watching a TedTalk each week. On the second page of your reflection, please include three main takeaways and one question to the presenter from this week's assigned talk.

Part 3: Meditation log – What you practice grows stronger. To add practice to theory, please keep a weekly meditation log and add this to the end of each week's reflection. The log can be kept in the format that you are most comfortable with (spreadsheet, table, bullet points, etc.) but should include the days you practiced and the duration of each practice.

### *Gold Nuggets*

Students will be responsible for engaging meaningfully in class each week. This will involve cultivating a golden nugget during class to share over chat at the end of each session. At the end of quarter, you will have cultivated at least 9 gold nuggets. Please email me your 9 gold nuggets prior to our last class meeting.

### *Experiential Student presentation*

My pedagogy is one of student-centered active learning and I use a universal learning design. To facilitate this I include small group student presentations as part of the course. The class will be divided into small groups of 3-4. Each group will delve deeper into a specialized topic in Mindfulness, and report back to the larger class as well as lead fellow students in an experiential exercise. The purpose is to creatively involve the class, helping a specific topic become alive for the class. Each group will be guided by the professor toward readings and ways of presenting.

**Each individual will receive the same grade for the Group Presentation. Please closely read the attached presentation instructions. You will receive an oral evaluation and grade post-presentation.**

### *Final paper*

Select an area or concept of Mindfulness and research the topic. This paper needs to be between 8-10 pages and is to utilize at least five (5) references other than the textbooks used in class. The references may be books, professional journal articles or book chapters. **APA style is to be used.** References may be obtained from the internet as long as they are professional sources and are cited appropriately according to APA Style. It is SCU policy that all papers and exams are returned only in student supplied self-addressed stamped envelopes, so please include this with your final paper.

(See <http://owl.english.purdue.edu/owl/resource/560/01/> for APA format instructions)

### **Grading:**

- Class Participation/Attendance: 10 points
- Weekly reflections/meditation log, and Discussion questions: 16 points
- Student Presentation: 24
- Final Paper: 50 points

**Self-Disclosure/Self-Reflection:**

The professional training philosophy of the Counseling Psychology Department is predicated on the notion that an effective counselor must be a whole person. Indeed, in the practice of counseling, it is the person of the counselor that is a major component of healing. As a counselor-in-training, then, self-reflection is a necessary and required part of the training that helps one better understand and empathize with his/her future clients' experience.

Such reflection is a significant component of one's personal and professional development as an effective and sensitive instrument of change. Thus, it is customary that in the CPSY Masters Program's classes at SCU, students are regularly assigned work that involves self-disclosure and personal study of the content of that self-disclosure. Students are expected to reflect on their past and present personal experiences in courses and program related activities, in oral and/ or in written assignments.

We respect students' rights to confidentiality, and do not require that any particular or specific information be disclosed. Moreover, we do not evaluate students' progress in the program based on the disclosure of any specific information (except as mandated by ethical codes or law).

It is our experience that this philosophy and related formats in our classes provides a rich and superlative educational experience, involving more aspects of student experience than do standard lectures or written material which does not include the person of the therapist in training.

**Academic Integrity**

*The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:*

*I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.*

*Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see [www.scu.edu/academic-integrity](http://www.scu.edu/academic-integrity).*

**Disabilities Resources**

*If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as*

*possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours.*

*While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at [408-554-4109](tel:408-554-4109).*

### **Accommodations for Pregnancy and Parenting**

*In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.*

### **Discrimination and Sexual Misconduct (Title IX)**

*Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at [408-554-3043](tel:408-554-3043), [bguthrie@scu.edu](mailto:bguthrie@scu.edu). Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>*

**Final Quote:**

Do not think the knowledge you presently possess is changeless, absolute truth. Avoid being narrow-minded and bound to present views. Learn and practice nonattachment from views in order to be open to receive others' viewpoints --Thich Nhat Hanh (Be Still and Know)

## OUTLINE

---

### **Session 1: What is Mindfulness: An Introduction**

### **Session 2: The Power of Practice and The Miracle of Neuroplasticity**

*Good Morning, I Love You* - Chapters 1-4

### **Session 3: Essential Themes of Mindfulness**

Shapiro & Carlson, Chapters 5-6

*Discussion of Readings*

### **Session 4: Multicultural Awareness and Mindfulness - Justin Michael Williams**

*Stay Woke: Chapters 1-4*

*Discussion of Readings*

### **Session 5: Self-Compassion and Practices for Tough Times**

*Good Morning, I Love You* - Chapters 5-7

*Discussion of Readings*

### **Session 6-7 All Day Intensive October 24**

### **Session 8: The Mindful Therapist and Mindful Informed Therapy**

Shapiro & Carlson, Chapters 2-4

*Stay Woke: Chapters 5-8*

*Discussion of Readings*

### **Session 9: Cultivating the Good**

*Good Morning, I Love You* - Chapters 8-11

*Stay Woke: Chapters 11-13*

*Discussion of Readings*

### **Session 10: Reflections and Future Directions**

Shapiro & Carlson, Chapter 9-10

*Stay Woke: Chapters 13-15*

## **Mindfulness Reflections**

Use the following questions to help you reflect on your meditation practice.

How did the practice make you feel?

What do you think about during practice?  
Make a list of your “Top Ten Tunes”

How does this affect your everyday life?  
Mentally/physically/socially

Does practice make you feel connected/ disconnected from the world?  
Does it make you feel a part of something else?

What are you feeling and thinking right after practice?

Where is best place for you to do your practice?

What time of day is preferred? Why?

What reservations do you have about practice?

How do distractions affect you, e.g. noise, pain?

What are your expectations about what you will get out of practice?

How has your relationship to your body changed?

How has your relationship to yourself changed?

**Student Presentation:** My pedagogy is one of student-centered active learning and I use a universal learning design. To facilitate this I include small group student presentations as part of the course. The class will be divided into small groups of 3-4. Each group will delve deeper into a specialized topic in Mindfulness, and report back to the larger class as well as lead fellow students in an experiential exercise. Each group will be guided by the professor toward readings and ways of presenting. Additionally, the professor may help to draw out key points, or connect topics back to relevant issues if needed.

The goal of your presentation is to help make your topic come alive for yourself and the class. You will have 35 minutes to make your presentation, and then 10 minutes for questions and class dialogue. The presentation will be in groups of 3-4 students. Each group will meet with the Professor to discuss preparation of the presentation. This will give us a chance to touch base about your ideas and how to divide up the work. In addition, I required that you email me the three Research Articles you plan to present, so that I can review them and make sure they are appropriate. The presentation should make use of reading material other than the assigned readings, and must include at least five additional sources, two of which are included in an Annotate Bibliography for the class (the SCU Library has a wonderful handout on Annotated Bibliography). Please make sure references are not self-help books or articles from the popular press; they should be *professional* books or articles.

Each presentation should contain the following: EACH STUDENT WILL SPEAK FOR A TOTAL OF 5 MINUTES

I. Power point is a helpful way to organize your presentation. Please use PPT unless you receive explicit permission from the professor to use an alternative means of presentation.

II. Content: In developing the presentation, consider the major points you want to make and how they can be applied clinically. Content should include the following as appropriate:

- What you see as key elements, concepts, and techniques associated with the topic
- Highlight THREE Interesting Research articles about the topic
- Clinical applications
- Discussion of Cultural and Diversity, Privilege and Power

III. Experiential Exercise: ***It is very important to get the class involved and to give an experiential taste of the theory you are presenting.*** Means of presenting that you may want to use include:

- role play
- experiential exercise
- small group exercises
- guest expert (to be pre-approved by Professor)

IV. Video: Please include a video as part of your presentation to give a taste of what the positive psychology topic looks like in vivo. If no video is available please email me to come up with another creative visual aid.

V. Clinical Application: Presentation should incorporate a thoughtful in class discussion of how to put the topic into practice. Because mindfulness is a relatively young field, many of the topics have not yet been integrated into clinical practice. If this is the case for your topic, please discuss potential applications.

VI. Class Discussion: It is important to leave some time for class discussion and questions. Be prepared to answer questions that the class may have. Also, you might consider coming up with some discussion questions, just in case the class doesn't have questions of their own. You should expect me to participate actively in this discussion, attempting to maximize effective learning by class members. However, you are primarily responsible for leading this discussion and answering questions.

VII. Handouts (double-sided!!!) to be distributed at the time of presentation should include:

- 1-page "cheat sheet" summarizing the major learning points and experiential exercise.
- Presentation outline
- Bibliography plus Annotated Bibliography of two important sources
- Any other creative handouts

**Suggestions:**

- Involve the class as much as possible, creating interest and inspiration around this topic of special interest to you.
- Make sure you do a run-through of your presentation so that you can make necessary adjustments in order to fill the time slot.
- I suggest you begin to prepare your presentation early. Please feel free to meet with or email me while preparing for your presentation.

## **Term Paper**

This course focuses on mindfulness and psychotherapy, exploring theory, research and clinical applications. The intention of this paper is for you to delve more deeply into the research, theory and applications of mindfulness for a specific population (clinical or non-clinical). Your paper will include four main sections beyond the introduction and conclusion: (1) Theory Section, (2) Research Section, and (3) Case Example, and (4) Directions for Future Research and Clinical Applications. For example, you may be interested in the applications of mindfulness to the clinical population of persons with anxiety disorders. Your paper will involve (1) a theory section, on why mindfulness could be an effective intervention for anxiety, (2) a research section, summarizing the body of literature thus far, (3) a case example of how you would actually apply mindfulness, including specific practices and techniques, and (4) Directions for future research and clinical exploration. Multicultural and diversity issues should be integrated throughout the paper, with specific focus on how your personal values, cultural identity and beliefs inform your perspective and how you will address issues of bias, assumptions, power and privilege in your future work with clients.

The paper will be 8-10 pages, double spaced, 1" margins, and Times New Roman font. You will cite at least five additional resources besides those read in class. Please follow APA Style (see next page). It will be important to include academic references throughout the paper and to include a bibliography at the end of the paper. The paper is due the last week of class. If you would like the paper returned, include an envelope with enough postage for your paper. If you do not provide an envelope your paper will be shredded as consistent with Department Policy.

## APA Reference Guidelines

### Reference Citations in Text of Paper

When you restate or paraphrase an author or author's work such as a book or journal article, you must identify that source using the author-date APA method of citation. The full citation will then be listed in the reference section at the end of your paper (see next section).

In referencing a work by a single author within the narrative, use the author's surname and the year of publication within the text:

- Bell (1968) was one of the first to call attention...

If the author's name is not part of the narrative, place his or her surname and publication date in parentheses:

•Although the percentage of abused children who become abusive parents is 30 percent (Kaufman, 1987), most of them....

- Poverty alone has emerged as a significant predictor of abuse status (Whipple, 1994).

When a reference has two to six authors, cite all surnames on the first reference, and only the surname of the first author followed by "et al." and the year of publication in subsequent references:

•As Aber contends (Aber, Allen, Carlson, & Cicchette, 1989), these children's dependence needs are so overwhelming that they are barely able to concern themselves with being motivated and task oriented. (first citation)

- Aber et al. (1989) further argue that...(subsequent citations)

Note that references are not footnotes. Footnotes should not be used in APA-style papers to cite authors.

### Reference List Guidelines

Students tend to confuse reference lists with bibliographies—while bibliographies contain all materials the writer used to prepare the paper, reference lists contain only those works that specifically support the paper—namely, those works mentioned in the text. A bibliography is usually not a component of an APA-style paper.

The reference list should be alphabetized by the surnames of the authors. If using different references by the same author, list by year of publication beginning with the earliest publication. Books, periodicals and other materials are interlaced in the reference list.

Regardless of the source, each entry should contain: ---the author, year of publication, title, and publishing data. Use the following guidelines to reference specific types of work:

**Periodicals:** Author's or authors' last name(s), initials (use periods after each initial), year of publication followed by a period, name of article with only the first word and any proper names capitalized followed by a comma, the name of the periodical *in italic type* (or underlined but not both), the periodical volume number *in italic type* (or underlined but not both) followed by a comma, and the article's pages in the journal followed by a period.

One author:

Green, A.H. (1983). Dimension of psychological trauma in abused children. *Journal of the American Academy of Child Psychiatry*, 22, 231-237.

More than one author:

Hill, S.D., Bleichfeld, B., Brunstetter, R.D., Herbert, J.E., & Steckler, S. (1989). Cognitive and physiological responsiveness of abused children. *Journal of the American Academy of Child and Adolescent Psychiatry*, 28, 219-284.

### Books

Book references have subtle differences from periodical references:

Brown, S. (1992). *Safe passage: Recovery for adult children of alcoholics*. New York: Wiley.

Reference to an article or chapter in an edited book:

Tobin, S. (1991). Introduction to field theory. In G. M. Yontef (Ed.), *Awareness*

*dialogue & process: Essays on Gestalt therapy* (pp. 285-325). New York: Gestalt journal Press.

Further information on citations and reference lists is available in the *Publication Manual of the American Psychological Association* (5th ed.), commonly referred to as the APA stylebook.

CRITERIA	EXEMPLARY	GOOD	ACCEPTABLE	REWRITE REQUIRED	SCORE
----------	-----------	------	------------	---------------------	-------

Purpose and Focus (8 pts)	The writer has made insightful and mature decisions about focus, organization, style, and content to communicate clearly and effectively. The purpose and focus of the writing are clear to the reader and the organization and content are well chosen, sophisticated, and/or persuasive.	The writer has made good decisions about focus, organization, style, and content to communicate clearly and effectively. The purpose and focus of the writing are clear to the reader and the organization and content achieve the purpose as well.	The writer's decisions about focus, organization, style, and/or content sometimes interfere with clear, effective communication. The purpose of the writing is not fully achieved.	The writer's decisions about focus, organization, style, and/or content interfere with communication. The purpose of the writing is not achieved.	
Content and Theory (10 pts)	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic.	Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic.	Information supports a central purpose or argument at times. Analysis is basic or general.	Central purpose or argument is not clearly identified. Analysis is vague or not evident.	
Clinical Application (8 pts)	Student provides a sophisticated, concise description of the Positive Psychology interventions and how they can be applied clinically.	Student provides a satisfactory description of the Positive Psychology interventions and how they can be applied clinically.	Student provides a minimal description of the Positive Psychology interventions and how they can be applied clinically.	Student does not provide a description of the Positive Psychology interventions and how they can be applied clinically.	
Future Directions (8 pts)	Student provides a reflective, creative and well-developed presentation of possible future directions for research and clinical applications of the Positive Psychology topic.	Student provides a satisfactory presentation of possible future directions for research and clinical applications of the Positive Psychology topic.	Student provides a minimal presentation of possible future directions for research and clinical applications of the Positive Psychology topic.	Student does not provide a presentation of possible future directions for research and clinical applications of the Positive Psychology topic.	
Tone (8 pts)	The tone is consistently professional and appropriate for an academic research paper.	The tone is generally professional. For the most part, it is appropriate for an academic research paper.	The tone is not consistently professional or appropriate for an academic research paper.	The tone lacks sufficient professionalism. It is not appropriate for an academic research paper.	

<p>Quality and Use of References (5 pts)</p>	<p>Compelling evidence from professionally legitimate sources is given to support claims. Attribution is clear and fairly represented. References are primarily peer-reviewed professional journals or other approved sources (e.g., government documents, etc.). The reader is confident that the information and ideas can be trusted.</p>	<p>Professionally legitimate sources that support claims are generally present and attribution is, for the most part, clear and fairly represented. Although most of the references are professionally legitimate, a few are questionable (e.g., trade books, internet sources, popular magazines). The reader is uncertain of the reliability of some of the sources.</p>	<p>Although attributions are occasionally given, many statements seem unsubstantiated. The reader is confused about the source of information and ideas. Most of the references are from sources that are not peer-reviewed and have uncertain reliability. The reader doubts the accuracy of much of the material presented.</p>	<p>References are seldom cited to support statements. There are virtually no sources that are professionally reliable. The reader seriously doubts the value of the material and stops reading.</p>	
<p>Use of Most Recent Edition of the APA Style Manual (3 pts)</p>	<p>APA format is used accurately and consistently in the paper and on the "Works Cited" page.</p>	<p>APA format is used with minor errors.</p>	<p>There are frequent errors in APA format.</p>	<p>Format of the document is not recognizable as APA.</p>	

## **Disabilities Statement**

*If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, [www.scu.edu/disabilities](http://www.scu.edu/disabilities) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy or parenting may be eligible for accommodations.*

*While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at [408-554-4109](tel:408-554-4109).*

## **Zero Tolerance**

*Santa Clara University upholds a zero tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic and dating violence or stalking, we encourage you to tell someone promptly. For more information, please go to [www.scu.edu/studentlife](http://www.scu.edu/studentlife) and click on the link for the University's *Gender-Based Discrimination and Sexual Misconduct Policy* or contact the University's EEO and Title IX Coordinator, Belinda Guthrie at [408-554-3043](tel:408-554-3043) or by email at [bguthrie@scu.edu](mailto:bguthrie@scu.edu). Reports may be submitted online through [www.scu.edu/osl/report](http://www.scu.edu/osl/report) or anonymously through Ethicspoint: [www.ethicspoint.com/http://stage-www.scu.edu/hr/quick-links/ethics-point/](http://www.ethicspoint.com/http://stage-www.scu.edu/hr/quick-links/ethics-point/)*

## **Reporting Practices**

*While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that there are some reporting requirements that are part of my job at Santa Clara University.*

*For example, if you inform me of an issue of harassment, sexual violence, or discrimination, I will keep the information as private as I can, but I am required to bring it to the attention of the institution's EEO and Title IX Coordinator. If you inform me that you are struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, I will likely inform the campus Student Care Team (SCU CARE).*

*If you would like to reach out directly to the Student Care Team for assistance, you can contact them at [www.scu.edu/osl/report](http://www.scu.edu/osl/report). If you would like to talk to the Office of EEO and Title IX directly, they can be reached at [408-554-3043](tel:408-554-3043) or by email at [bguthrie@scu.edu](mailto:bguthrie@scu.edu). Reports may be submitted online through*

[www.scu.edu/osl/report](http://www.scu.edu/osl/report) or anonymously through Ethicspoint: [www.ethicspoint.com](http://www.ethicspoint.com). Additionally, you can report incidents or complaints to the Office of Student Life (OSL), Campus Safety Services, and local law enforcement. For confidential support, contact the Counseling and Psychological Services office (CAPS), the YWCA, or a member of the clergy (for example, a priest or minister).

*Finally, please be aware that if, for some reason, our interaction involves a disruptive behavior; a concern about your safety or the safety of others, or potential violation of University policy, I will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.*