



College of Education and Human Development

Counseling & Development
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<http://gse.gmu.edu/counseling/>

EDCD 797.002 Mindfulness Theory and Practice in Counseling (1:1:0)

Fall 2015

October 17 & 24, 2015, 9:00 am - 4:30 pm

Robinson A 123

PROFESSOR:

Name: Jesse Rabinowitz, PhD

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COURSE DESCRIPTION:

Prerequisites/Corequisites

Prerequisites: Admission to the GMU Counseling & Development Program; EDCD 603

University Catalog Course Description

This course will provide an overview of the theory and practice applications of mindfulness for counseling settings. Students will learn basic mindfulness theory, from developmental, & functional perspectives. The application of mindfulness theory to psychopathology will be discussed. Students will also work on envisioning how mindfulness theory and practice might fit in with their own individual approaches and styles of counseling.

Expanded Course Description

This course will provide an overview of the theory and practice applications of mindfulness for counseling settings. Students will learn basic mindfulness theory, from developmental, & functional perspectives. The application of mindfulness theory to psychopathology will be discussed. Students will learn and practice mindfulness techniques, and also how to apply these, on both conceptual and practical levels, to the work with clients,. Students will also work on envisioning how mindfulness theory and practice might fit in with their own individual approaches and styles of counseling.

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to:

- Understand and articulate basic mindfulness theory
- Develop familiarity and fluency with mindfulness techniques
- Understand how mindfulness theory applies to and conceptualizes psychopathology
- Understand and practice applying mindfulness theory and practice in their work as counselors
- Conceptualize how they might incorporate mindfulness theory and practice into their own unique approaches and styles of counseling.

PROFESSIONAL STANDARDS:

1. EDCD 797 is a special topics course and meets the requirement that all master's students take 2-3 credits of special topics course work. This 1-credit course will contribute to counseling students' knowledge of a particular population of clients.

2. EDCD 797 fulfills the requirements of the following professional organizations:

- Virginia Department of Education requirement for school counseling licensure that candidates understand the knowledge, skills and processes of individual counseling.
- Virginia Department of Health Professions requirement that Licensed Professional Counselor candidates complete graduate study in theories and techniques of counseling and psychotherapy.
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP) core requirement described in Section II.K.e: Helping relationships: An understanding of counseling and consultation processes.
- American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

REQUIRED TEXTS:

NONE: Students will be provided with an extensive handout covering the course material.

COURSE ASSIGNMENTS:

I. Mindfulness Theory Paper (20% of total grade)

Articulate:

A definition of mindfulness

A model for what it is to be mindful vs egoically-driven

An understanding of how psychopathology is described in mindfulness terms.

II. Insight Into Your Ego Reflections Paper (20% of total grade)

Describe the landscape of your ego in mindfulness terms, the ways that your ego creates suffering or difficulties for you, and how you developed these particular egoic habits or stucknesses. What particular mindfulness theory elements or practices seem like they'd be especially helpful in changing these habits.

Create a case study, based on your life or someone you imagine, and describe their difficulties in mindfulness terms.

III. Case Application of Mindfulness Theory and Practice Paper (20% of total grade)

Using case study that you created in paper #1, describe how you would use mindfulness theory and practice to help them. Imagine and describe the challenges you might face introducing mindful theory and practice with this particular patient, what practices you might suggest and teach them, how this kind of patient would challenge you personally, and how you will use mindfulness to be a good therapist with them.

IV. Vision for Incorporating Mindfulness Into Your Professional Work (20% of total grade)

Bring to mind your first impressions, experiences, or images of counseling. What drew you to counseling as a practice and as a profession? Notice your bodily felt-sense as you reflect on this? Then, see what words, feelings, images, thoughts bubble up from the felt-sense. Write.

Bring to mind learning and being taught about counseling and how to do it. Think about all the different influences in your training. Think about how what you have learned about mindfulness might affect your approach to counseling. Feel how the felt-sense in your body changes as you think about all that. Then, see what words, feelings, images, thoughts bubble up from the felt-sense. Write.

Think about your experience doing counseling. Notice the felt-sense, then the words, feelings, or images that bubble up. Write.

VI. Participation (20% of total grade)

Students are expected to demonstrate a high level of participation consistent with graduate-level education. Students are expected to: be on time and present for the duration of the class; demonstrate engagement (ask questions, share thoughts); be respectful and attentive; and demonstrate preparedness for each class meeting.

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

A [100-97]; A- [96-94]; B+ [93-91]; B [90-87]; B- [86-84]; C [83-80]; F [79 and below]

Grading Rubric:

An “A” paper is one that:

- Is clear, well written, and well organized.
- Demonstrates thoughtful reflection on the assigned topic.
- Demonstrates integration of knowledge from the course and your own experiences/interests.

Electronic Devices

Turn off and put away all electronic communication devices during class. Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) will be permitted for the purpose of doing in-class assignments.

Engaging in activities not related to the course (e.g. gaming, email, chat, text, etc.) will result in a significant deduction in your participation grade. **Notify the instructor prior to class if you have an emergency situation that requires accommodation.**

Attendance

In accordance with the policies of the Counseling and Development Program, on-time attendance at every class meeting is expected. Late arrival to class will be considered an absence. Due to the short nature of this class, **any unexcused absences will result in loss of course credit.** Attendance is required for all classes. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused.

Course Requirements

Each student is expected to: (1) attend each class, (2) arrive on time and stay for the entire class period, (3) participate in discussions and in-class exercises (4) submit assignments at the end of each day's class.

Assignments

Unless otherwise noted, the assignments for the course are to be submitted in an electronic form to the professor's email address (jessrab113@gmail.com).

Plagiarism

Plagiarism is a violation of both the George Mason University code of honor and the expected professional dispositions of the Counseling & Development Program. The GMU English Department has developed the following statement regarding plagiarism: "Plagiarism means using the exact words, opinion, or factual information from another person without giving that person credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions to this include factual information which can be obtained from a variety of sources, the writer's own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious, and what is common knowledge for one audience may be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being reader friendly. In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers and establishes credibility, it will almost certainly ensure that writers will never be guilty of plagiarism."

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

PROFESSIONAL DISPOSITIONS

The American Counseling Association (ACA) code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. The George Mason University Counseling & Development Program has adopted a set of professional performance criteria that is consistent with the ACA code of ethics. Please refer to these dispositions, which may be found at <http://gse.gmu.edu/counseling/policies-resources/>.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

PROPOSED CLASS SCHEDULE:

Class	Date	Topic(s)	Assignment Due
1, Sat.	Oct. 17, 2015	Mindfulness theory Application of mindfulness to psychopathology Basic mindfulness practices	I, II
2, Sat.	Oct. 24, 2015	Basic mindfulness practices Incorporating mindfulness into counseling practice	III, IV