

George Mason University
College of Education and Human Development
Counseling and Development

EDCD 797 (002) - Mindfulness in Counseling
1 Credit, Fall 2016
Saturday, October 8th 9:00 am – 5:00 pm
Saturday, October 22nd 9:00 am – 5:00 pm
Aquia Building Room 219

Faculty

Name: Dr. Jesse Rabinowitz

Office hours: (Prof is adjunct, lives out-of-town, so office hrs by appt remotely).

Office location: Krug Hall Suite 202

Office phone: N/A

Email address: jessrab113@gmail.com (preferred), jrabinow@gmu.edu

Prerequisites/Corequisites

Prerequisites: Admission in CNDV 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.

Course Overview

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.

Course Delivery Method

This course will be delivered using a seminar format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Understand and articulate basic mindfulness theory
2. Develop familiarity and fluency with mindfulness techniques
3. Understand how mindfulness theory applies to and conceptualizes psychopathology
4. Understand and practice applying mindfulness theory and practice in their work as counselors

5. Conceptualize how they might incorporate mindfulness theory and practice into their own unique approaches and styles of counseling.

Professional Standards (CACREP)

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.

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 Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

• Assignments and Examinations

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).

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.

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

II. Insight Into Your Ego Reflections Paper (15% 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.

III. Mindfulness Practices Reflections Paper (15% of total grade)

Share your most powerful or interesting experiences w/ the mindfulness practices that we sampled, what you learned about yourself, and how it seemed to change you. If you didn't find any of the practices powerful, interesting, or potentially change-producing for you, describe your honest reactions/experiences, how these might have not been positive for you, and what might be more-mindfulness producing for you.

IV. 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.

V. Vision for Incorporating Mindfulness Into Your Professional Work (15% 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 (15% 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.

- **Other Requirements**

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 by the end of day on the Wednesday following the class.

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.**

Technology Component:

All students must have, and use, their GMU email account. This is the official email address used by the Registrar, the Dean's office, and C&D faculty and instructors. Students are expected to check their GMU email on a daily basis during the semester. If you have not already received your email account, you can complete the process at <https://mail-web.gmu.edu/>

- **Course Performance Evaluation Weighting**

See Assignments and Examinations

- **Grading Policies**

A = 95-100 A- = 90-94 B+ = 87-89 B = 83-86 B- = 80-82 C = 70-79 F = < 70

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.

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education and 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- 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/>).
- 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/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources.

Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

Class	Date	Topic(s)	Assignment Due
1, Sat.	Oct. 8, 2016	Mindfulness theory Application of mindfulness to psychopathology Basic mindfulness practices	I, II
2, Sat.	Oct. 22, 2016	Basic mindfulness practices Incorporating mindfulness into counseling practice	III, IV

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Assessment Rubric(s)

See attached Key Assessment X description and rubric