

George Mason University
College of Education and Human Development
Counseling Program

EDCD 797.001 – Mindfulness

1 Credit, Spring, 2022

Saturday, February 5th & Sunday, February 6th, 9:00 AM – 4:30 PM

Fairfax campus – Horizon Hall 1011

Faculty

Name: Jesse A. Rabinowitz, Ph.D.
Office Hours: Professor lives out of town, so office hours by appointment, remotely
Office Location: Krug Hall Suite, 202 (Counseling Office)
Office Phone: 703-993-2087 (Counseling Office)
Email Address: jrabinow@gmu.edu

Prerequisites/Corequisites

B or better in EDCD 603

University Catalog Course Description

Advanced topics in education

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

1. This course is designed to enable students to do the following:
2. 1. Understand and articulate basic mindfulness theory.
3. 2. Develop familiarity and fluency with mindfulness techniques.
4. 3. Understand how mindfulness theory applies to and conceptualizes psychopathology.
5. 4. Understand and practice applying mindfulness theory and practice in their work as counselors.
6. 5. Conceptualize how they might incorporate mindfulness theory and practice into their own unique approaches and styles of counseling.

Professional Standards

Council for Accreditation of Counseling and Related Education Programs (CACREP) 2016

Upon completion of this course, students will have met the following professional standards: 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

Students will be provided with an extensive handout covering the course material, as well as additional documents and links.

Course Performance Evaluation

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

- **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 (jrabinow@gmu.edu).

I. Mindfulness Theory Paper (40% 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.

CACREP Standard 1-4

II. Self-Reflections Paper (40% 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. Share your most powerful or interesting experiences with 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. Share how you see yourself applying mindfulness theory and practice to your work with clients.

CACREP Standard 1-5

III. 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.
- **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 Sunday one week after the class.

- **Grading**

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]

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

Professional Dispositions Assessment

Professional Dispositions Assessment are completed by instructors in all courses except electives and field experience courses (Practicum: 750/751; Internship 1: 792/793; and Internship 2: 794/795). In electives and field experience courses, instructors or supervisors may choose to complete a Professional Disposition Assessment should the need arise. In field experience classes, University and Site Supervisors will assess students on a Student Evaluation that is specific to P&I.

A developmental approach to PD Assessment is used, understanding that students are developing in their awareness, skills, and abilities throughout the course of the Counseling Program. In general, students in “basic or pre-practicum level” courses may demonstrate the disposition sometimes or inconsistently. Students in “intermediate or practicum level” courses should demonstrate the disposition more often or frequently. The courses are assigned to levels as follows:

Course Level , Courses

Basic (Pre-Practicum) , Core: 602, 601, 525, 603, 609, 606, 604, 656 CMHC: 654, 652, 658
SC: 613, 611, 626

Intermediate (Practicum) , Core: 608, 660, 628, 619, 610, 797

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-993-3686, Counseling and Psychological Services (CAPS) at 703-993-2380, or the 24-Hour Sexual and Interpersonal Violence Crisis Line at (703) 380-1434. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.

Class Schedule

Class	Date	Topic(s)	Assignments
1	Saturday, Feb 5 th , 2022	Mindfulness theory Application of mindfulness to psychopathology Basic mindfulness practices	
2	Sunday, Feb 6 th , 2022	Basic mindfulness practices Incorporating mindfulness into counseling practice	Assignments 1 & 2 due February 13th, 2022

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

Counseling Program Mission Statement

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices 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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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