



Master of Arts in Counseling

Course Syllabus

Course Information

COUN698 - MINDFULNESS & PSYCHOTHERAPY
Spring 2017
1 Semester Hour

Location/Date/Time

TBA
March 30th – April 28th
Thursdays, 8:30am – 11:10

INSTRUCTOR'S INFORMATION:

Cheree Hammond, PhD

Email: cheree.hammond@emu.edu

Office Phone: 540.432.4228

Office Hours: by appointment

COURSE DESCRIPTION:

This course will provide a comprehensive survey of mindfulness and meditation and their applications in a wide range of counseling modalities and populations, including children, adolescents, and adults. The course will be built on three primary pillars: personal practice of mindfulness and meditation, an understanding of the applications and populations with which one can use mindfulness and meditation in therapy, and application through enactments and role play. Students participating in this course can expect to gain a breadth of mindfulness and meditation practices for use in therapy as well as exposure to the theory and research that supports these practices.

COURSE GOALS AND OBJECTIVES:

Participants in this course will demonstrate the following capacities:

- Ability to describe and discuss mindfulness and meditation with clarity and confidence
- Will be able to identify uses of mindfulness and meditation for different populations
- Will be able to identify uses of mindfulness and meditation for different mental health concerns
- Will be able to discern when practices may not be helpful and to adapt mindfulness and meditation for special populations such as those struggling with psychosis

Syllabus Disclaimer:

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

Technology:

- Cell phones are to be turned off during class time.
- Students using laptop computers for note taking are asked to refrain from surfing the net and/or managing email during class time. When the class is engaged in interactive conversation (e.g. large or small group discussion) laptop computers should be closed so as to remove the relational barrier they create.

PREREQUISITES:

N/A

REQUIRED TEXTS AND OTHER RESOURCES:

- **Materials:**
 - One small journal (pocket-sized)
 - iPad for taping
- **Required Reading:**
 - Germer, C. K., Siegel, R. D., Fulton, P. R. (2013). *Mindfulness and psychotherapy*. NY: Guilford Press.
 - Baer, R. (2016) *Mindfulness-Based Treatment Approaches*. NY: Academic Press.

Course Requirements and Procedures:

Attendance Policy: Due to the interactive nature of this training experience, students are **required** to attend and actively participate in **ALL** class sessions. Attendance and active participation are necessary for mastery of course material. Class work will build upon weekly assignments. Please make a commitment to attend every class punctually. If you know you will be absent, please let me know at the beginning of the semester or a class period in advance. If an emergency arises, please call or email me and let me know you will not be in class.

- **Participation, Presence, & Preparation (10 points):** In a mindfulness and psychotherapy course your presence and participation are, of course, essential. Our goal is to be fully present for ourselves and with each other. You are invited to step fully into the discussions and activities as they unfold and to hold your classmates and their contributions mindfully as well.
- **Therapeutic applications of meditation and mindfulness (15 points):** Each student will be given a scenario and asked to develop his or her own integration of mindfulness into therapy: describe how you will determine where mindfulness/meditation is appropriate for a client, how it will be introduced to your client (your invitation to try the method), how you will explain/teach/support mindfulness and or meditation, and how you will make use of the technique in your intervention (3-5 pages). Each student will provide a written discussion to be submitted to the instructor, and lead a discussion, inviting ideas and feedback from peers (20 minutes).
- **Individual applied meditation for the Therapy Room & Reflection (15 points):** Each student will practice implementing mindfulness or meditation activities in one-to-one taped role plays (class time will be provided). Write up a brief- 1-1.5 page reflection of your process, strengths and growing edges.
- **In-class Reflections (20 points):** Periodically through the class we will pause and give ourselves time to reflect through journaling.
- **Final Reflection (40 points):** This five page reflection is due on Monday by 12 noon. In this paper you will answer the following questions:
 - ❖ What did you take away from the course that you would like to incorporate into your own therapy? Do you see yourself working with mindfulness and meditation explicitly, implicitly both, neither? Why?
 - ❖ What aspects of mindfulness and meditation do you find come most easily to you? Which are most challenging? What can you do to support yourself through these challenges?
 - ❖ What is your next step?

SCHEDULE AND TOPICS:

Course Schedule

Date	Subject	Reading/Assignments Due
3/30/17	The History of Mindfulness-Based Psychotherapy & Counseling; Introduction to the Practice of Mindfulness & Meditation	Read: Germer et al. Part I pages 3-58
4/06/17	Mindfulness, Meditation & the Therapeutic Relationship	Read: Germer et al. Part II pages 59-132 Read: Baer Chapters 2, 3, & 4
4/13/17	Mindfulness-Based Responses to Diagnosis Specific Concerns	Read: Germer et al. Part III pages 133-260 Read: Baer Chapters 5 & 6
4/20/17	Mindfulness-Based Responses to Diagnosis Specific Concerns Role Plays Today, bring your iPad!	Read: Germer et al. Part IV pages 161-194 Student-led Discussion 1 Student-led Discussion 2
4/27/17	Mindfulness, Meditation and Children and Teens	Read: Baer, Chapters 8, 9, & 10 Student-led Discussion 3 Student-led Discussion 4

Please Note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

GRADING CRITERIA AND OTHER POLICIES:

The Master of Arts in Counseling faculty support students in actively engaging their academic and applied work throughout their training, valuing this as a core professionalism skill. An A and B track is offered in most classes allowing students to complete assignments and reading commensurate with that grade. Students who complete work for a designated grade are not assured that grade as their work is assessed for competence and completeness by the grading professor. Students should be aware that graduate university policy allows two C grades before being dismissed from the program and insufficient completion of the B track requirements may increase their chances of receiving a lower grade.

Grading Scale (based on percentage)

A = 93 A- = 87 B+ = 84 B = 80 B- = 78 C = 76

- **Writing Guidelines:**

Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level. All written work must conform to APA writing style standards.

- **Academic Integrity Policy (AIP):**

Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism,

intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean's office. Repeated violations will invoke a disciplinary process.

- **Turnitin:**

Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU's Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For more information about or to watch a demo of Turnitin, please see: http://turnitin.com/en_us/features/demos.

- **Moodle:**

Moodle is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class is no longer accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

- **Academic Support Center**

If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact Office of Academic Access on the third floor of the Hartzler library, 540-432-4233. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. <http://emu.edu/academics/access/>

Please refer to the Student Handbook, which can be found at <http://www.emu.edu/studentlife/student-handbook/> for additional policies, information, and resources available to you.

- **Institutional Review Board:**

All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>.

“The Federal Office of Human Research Protection defines research as follows:

Research means a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute research for purposes of this policy, whether or not they are conducted or supported under a program which is considered research for other purposes. For example, some demonstration and service programs may include research activities.

The IRB requires all researchers submitting proposals to complete the online researcher training provided by NIH (the website requires the establishment of a no-cost account). This training covers basic concepts, principles, and issues related to the protection of research participants. When training is successfully completed, the researcher will receive a certificate. This certificate should be saved (as an image or pdf file) and kept on file – proof of training is required when submitting an IRB proposal.”

- **Graduate Writing Center:**

Please take advantage of the free individual tutoring from graduate student tutors (see <http://www.emu.edu/writing-program/> for more information). To make an appointment, please access ASC Tutoring through the myEMU portal: <https://emu.mywconline.com/index.php>. See Academic Program Coordinator for more information about available services and tutoring times.

- **Course Extensions and Outstanding Grades:**

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work.

PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade based on the work completed.

Academic Program Policies:

<http://emu.edu/graduate-and-professional-studies/graduate-student-handbook.pdf>
<http://www.emu.edu/catalog/graduate/graduate-professional-policies.pdf>

- **Title IX:**

The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior your enrollment at EMU. It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to this office directly, Marcy Engle, Title IX Coordinator, can be reached at [540-432-4148](tel:540-432-4148) or marcy.engle@emu.edu. Additionally, you can also report incidents or complaints through our online portal at <http://emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, and Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator can provide you with information on both internal and external support resources.

Writing Standards – Graduate Level *(revised Spring 2012)*

Criteria	A excellent	B good	C minimal expectations	Comments
Content <i>(quality of the information, ideas and supporting details.)</i>	- shows clarity of purpose - offers depth of content - applies insight and represents original thinking	- shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking	- shows clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - represents little original thinking	
Structure <i>(logical order or sequence of the writing)</i>	- is coherent and logically developed -uses very effective transitions	-is coherent and logically developed -uses smooth transitions	-is coherent and logically (but not fully) developed -has some awkward transitions	
Rhetoric and Style <i>(appropriate attention to audience)</i>	- is concise, eloquent and rhetorically effective - uses varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression - uses some variation in sentence structure -may be wordy in places	- displays some originality <u>but</u> lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés -uses generally clear but frequently wordy prose	
Information Literacy <i>(locating, evaluating, and using effectively the needed information)</i>	- uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic	- uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources	-uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates	

<i>as appropriate to assignment)</i>	- integrates references and quotations to support ideas fully	-chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas	-integrates references or quotations that are loosely linked to the ideas of the paper	
Source Integrity <i>(appropriate acknowledgment of sources used in research)</i>	- cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style	- has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors -makes several errors in documentation style.	
Conventions <i>(adherence to grammar rules: usage, mechanics)</i>	- uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always uses well-constructed sentences -makes minimal errors in grammar and spelling - makes accurate word choices	- usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				<u>Grade</u>