

**SYLLABUS
SUL ROSS STATE UNIVERSITY
RIO GRANDE COLLEGE**

EDUC 6344 MINDFULNESS-BASED APPROACHES TO COUNSELING

SEMESTER: II Summer Session 2016

July 7 - August 08

PROFESSOR: Dr. Samuel Garcia, LPC
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Required Texts:

The Mindfulness Solution. Ronald D. Siegel
ISBN: 9781606234570

Recommended Texts:

Mind in the Balance. B. Alan Wallace
ISBN-13: 978-0231147309

The Emotional Brain: Life of Your Brain. Richard J. Davidson.
ISBN: B00B9ZDMXM

Arriving at Your Door. Jon Kabat Zinn
ISBN-13: 978-1401303617

Full Catastrophe Living, Jon Kabot Zinn
ISBN-13: 978-0345536938

The Body of Life, Thomas Hanna
ISBN-13: 978-0892814817

Insight Meditation, Jack Kmofield and Joseph Goldstein
ISBN-13: 978-1570628054

The Willpower Instinct: How Self-Control Works, Why It Matters, and What You Can Do to Get More of It. Kelly McGonigal
ISBN-13: 978-1583335086

Course Prerequisites: ED 5314 Personality and counseling Theories and ED 6318 Multiculturalism and Diversity in Counseling. Students must earn a final grade of B or better in both 5314 and 6318 in order to enroll in ED 6340

Course Purpose: In compliance with the mandates of the grant, as well as the recent additions to the state licensing rules, the Masters of Education in Counseling will move to a 60 hr. program by 2017. Therefore, there is an urgent need to add new courses to our inventory, and this will be a required course. This concentration is offered to students seeking competency skills development in Mindfulness-Based approaches to counseling. The premise for this concentration is to enrich the counseling student with the knowledge base, experience and application methods for assisting counseling clients manage various levels of unconstructive, detrimental and adversarial cognitions and emotions. Recent research will show that the practice of mindfulness impacts neurological regions of the brain that promote a healthy outlook. Consequently, this course will offer the counseling students opportunities to explore current research in contemplative science and the implications of mindfulness on neurological processes.

Course Description: This course offers the counseling student with specific education and practical experience for the development of competent mindfulness and contemplative skills. These skills are paramount, beneficial and uniquely designed to promote constructive and healthy counseling outcomes. This concentration explores mental health, psychotherapy, and neuroscience with an emphasis on practical experiential learning of contemplative practices such as mindfulness. Students will become familiar with:

- 1) Western psychological and eastern philosophical views of mind, mental illness, and wellness;
- 2) Psychotherapies that incorporate mindfulness, including Acceptance and Commitment Therapy (ACT), Mindfulness-Based Stress Reduction (MBSR), Dialectical Behavioral Therapy (DBT), contemplative psychotherapy, as well as the use of mindfulness and Eastern Philosophy in addition counseling, attachment theory, and psychoanalytic psychotherapy;
- 3) Basic concepts in neuroscience and empirical research into how meditation appears to impact the brain's functioning and structure.

More than 20 years of empirical studies offers strong evidence that mindfulness and contemplative practices can aid in relieving the acute symptoms of compassion fatigue and burnout, including depression and anxiety, and physiological symptoms such as insomnia and weakened immune system. Additionally. These practices help to cultivate cognitive and physiological capacities that support overall well-being and strengthens the resiliency of counselors.

Competency Component: This course incorporates traditional learning strategies based on empirical and conceptual research outcomes. Additionally, a segment requires experiential learning. This will enable a counseling student to develop competency skills necessary for the delivery of optimal therapeutic psychotherapy in various settings. The experiences made available here will be contemplative practice, such as mindfulness and somatic education. What is

important to know going into this course is that both types of experience, contemplative practice and somatic education, often enhances mindfulness of a person's perceptive and emotive mechanisms of him or herself. This increased awareness serves to enhance an ability to manage detrimental schemas that undermine mental health.

Course Objectives:

1. Define mindfulness.
2. Summarize the impacts of mindfulness and meditation on the function of the mind.
3. Conduct basic mindfulness, meditation and guided imagery with their clients.
4. Summarize some of the current research on mindfulness and meditation and their use with mood disorders.

Methods of Evaluation:

Collaborate Attendance/Participation: 20 Points

Forum Activity 30 Points

Quizzes: 20%

Movie Reflection Paper: 30 Points

As your instructor, I place a heavy emphasis on Individual competency assessments and class participation. Class attendance is critical; as your professor I go far beyond material in your assigned readings. Also, the effectiveness of our work together depends on you drawing on your own experiences to comment on ideas presented in class. The intercultural experiences of students add tremendously to everyone's learning in class. I encourage students to meet with me during office hours, or before after class especially for help with the projects and for assistance in seeing the connection between the class and future work and study plan. In grading, I will hold graduate students to higher standards than those applied to undergraduates.

I believe evaluation should flow in both directions in the classroom. While I evaluate your work, I would like to maintain a steady flow of feedback from you about the course and my teaching. I will ask you to evaluate me at least twice during, as well as at the close of the semester. I would also like to ask that we have two graduate consultants to help maintain a steady flow of feedback about student experiences in class. I will ask all students to report their concerns to the consultants, who, in turn will relay them *anonymously* to me. I will also ask these consultants to keep me posted about typical workloads, grading resolutions, and student needs.

Collaborate Attendance/Participation

Much of the contemplative practices we engage in will emphasize silence. However, times for discussion will allow all course participants to learn from one another regarding how the contemplative practices are being experienced. Participating in the class discussion, meaning both sharing your own experiences and thoughts and listening to others', is very important. Attendance and participation is the pre-eminent requirement for this experiential course. However, it is understood that missing class at times is unavoidable.

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contemplative practices are being experienced. Participating in the class discussion, meaning both sharing your own experiences and thoughts and listening to others', is very important.

Forum Activities:

After each class session

You are required to maintain a mindfulness discussion throughout this course; recording, in detail, your experiences, insights and perceptible or emotive changes. The form of your blog and the method you use to record your experiences is completely up to you. What is important is that you come up with a method of documenting your experience in this course throughout the entire semester. The discussions will include a two entries per week. Unless otherwise indicated (150-300 words per entry) based on the events and classroom experiences, and they must reflect a depth of awareness and introspection characteristic of the higher level thinking strategies of graduate students.

Quizzes:

Each class session

Each student will download each section quiz a day before class is held. Students will make every effort to complete each question prior to coming to class. Students will then bring their quiz to class and use as a study guideline. Each student will then take the quiz using blackboard no later than 11:59 pm the next day. Only the quiz taken through blackboard will be used for grading purposes.

Movie Reflection Paper

Reflections papers are intended to move a student from passive learning to Active learning. Active learning enhances reasoning skills that are very important to a counselor. Like your forum entries, this assignment is meant to enhance your counseling skills by grasping certain content while assessing your intrinsic processes. The paper has a grade value of 30%. I have provided students with a brief video that explains reflective learning and how to write a reflective paper. This approach will motivate your learning and perceptible skills. Since counseling is considered scientific, use an APA format to write this paper. The writing lab can assist you in understanding the mechanics involved in writing a reflective paper.

PROPOSED OUTLINE

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Jul. 7	<p>INTRODUCTION SYLLABUS</p> <p>Book: Ch. 1 Life is Difficult for Everyone</p> <p>Forum Activity: Becoming Conscious: The Science of Mindfulness</p>
Jul. 12	<p>Quiz #1: Ch. 1 Life is Difficult for Everyone</p> <p>Book: Ch. 2 Mindfulness: A Solution</p> <p>Forum Activity Video: Introduction to the Attitudes</p>
Jul. 14	<p>Quiz #2: Mindfulness: A Solution</p> <p>Book: Ch. 3 Learning to Practice Mindfulness</p> <p>Forum Activity: Introduction to the Attitudes</p>
Jul. 19	<p>Quiz #3: Learning to Practice Mindfulness</p> <p>Book: Ch. 4 Building a Mindful Life</p> <p>Forum Activity: Non Judging</p>
Jul. 21	<p>Quiz #4: Building a Mindful Life</p> <p>Book: Ch. 5 Befriending Fear: Working with Worry and Anxiety</p> <p>Forum Activity: Patience</p>
Jul. 26	<p>Quiz #5: Befriending Fear: Working with Worry and Anxiety</p> <p>Book: Ch. 6 Entering the Dark Places: Seeing sadness and Depression in a New Light</p> <p>Forum Activity: Beginner's Mind</p>
Jul. 28	<p>Quiz #6: Entering the Dark Places: Seeing sadness and Depression in a New Light</p> <p>Book: Ch. 7 Beyond Managing Symptoms: Transforming Pain and Stress-related medical problems</p> <p>Forum Activity: 1)Trust & 2)Letting Go</p>

Aug. 2	Quiz #7: Beyond Managing Symptoms: Transforming Pain and Stress-related medical problems Book: Ch. 8 Living the Full Catastrophe: Mindfulness for Romance, Parenting, and other intimate Relationships Forum Activity: Non Striving & 2) Gratitude and Generosity
Aug. 4	Reflection Paper Due

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- Bartley, Trish *Mindfulness-Based Cognitive Therapy for Cancer*
- Begley, Sharon *Train Your Mind, Change Your Brain*
- Bien, Thomas *Mindful Therapy: A Guide for Therapists and Helping Professionals*
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- Brantley, Jeffrey & Kabat-Zinn, Jon *Calming Your Anxious Mind: How Mindfulness and Compassion Can Free You from Anxiety, Fear, and Panic*
- Cayoun, Bruno A. *Mindfulness-integrated CBT: Principles and Practice*
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- Eifert, Georg H. & Forsyth, John P. *Acceptance and Commitment Therapy for Anxiety Disorders: A Practitioner's Treatment Guide to Using Mindfulness, Acceptance, and Values-Based Behavior Change Strategies*
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