

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

EDCD 797.005 – Mindfulness in Counseling  
1 Credit, Fall 2017

October 14<sup>th</sup> & 15<sup>th</sup>, 9:00 AM – 4:30PM – Aquia Building Room 219 - Fairfax

**Faculty**

Name: Dr. Jesse Rabinowitz  
Office Hours: Prof is adjunct, lives out-of-town, so office hours by appointment remotely  
Office Location:  
Office Phone:  
Email Address:

**Prerequisites/Corequisites**

Admission in CNDV program; EDCD 603

**University Catalog Course Description**

Advanced study of selected topics in education for students.

**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/workshop 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)**

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.

Professional Standards 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/or 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](mailto: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.

#### **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.

#### **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 Sunday, October 22.

- **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/>

- **Grading**

**Scale:** A = 97-100; A- = 96-94; B+ = 93-91; B = 90-87; B- = 86-84; C = 83-80; F = below 79.

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**

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

### Class Schedule

Class	Date	Topic(s)	Assignment Due
1, Sat.	Oct. 14, 2017	Mindfulness theory Application of mindfulness to psychopathology Basic mindfulness practices	
2, Sun.	Oct. 15, 2017	Basic mindfulness practices Incorporating mindfulness into counseling practice	Assignments due Oct 22

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

### 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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