**EDC 501, 502, 503 Self in Society**

Fall 2012, Tuesdays and Thursdays 6:30 to 9:15pm, Metro Center, Room TBA

Kathleen M. Fallon, Ph.D.

Metro Center Office: Room 331 Main Campus Office: 178 Brown Building

Cell Phone: 585-880-1143 (*Best number to call*)

Main Campus Office Phone: 585-395-5494 (*Do Not Leave Voicemail*)

Email: kfallon@brockport.edu (*Best email to use*)

Fall 2012 Office Hours: *By Appointment, email to schedule*

**The Big Ideas**

Years from now, when you look back on this class, I hope this class inspired you to: (1) embrace your identity as a professional counselor, (2) recognize your role in the wounding process, (3), honor your role in the healing process, and (4) discover the roles you can play in nurturing the counseling profession!

**Course Description**

Examines the development of self-understanding and the influences of interpersonal relations in school counseling, college personnel services, and mental health counseling. Investigates the social, psychological and philosophical foundations of counseling. Introduces students to professional, ethical, theoretical and practical aspects of school counseling, college counseling, and mental health counseling. Examines aspects of various academic disciplines pertinent to the development of the counselor, college personnel worker, and mental health counselor, providing a broad base for individual speculations regarding issues in school counseling, college personnel worker, and mental health counselor. (See <http://www.brockport.edu/edc/current/coursedescriptions.htm> for course descriptions specific to EDC 501, 502, and 503)

**Philosophical Foundations and Course Overview**

This course is open to graduate students who are matriculated in the Department of Counselor Education, people who are contemplating matriculation, who wish to explore the profession of counseling, who wish to enhance their interpersonal skills, or wish to engage in self-study in order to make their personal or professional lives more productive.

As a department, we believe that each prospective counselor aspiring to help others must first examine her or his own beliefs, attitudes, and styles of communicating with others, as potentially these relate to the quality and impact of help provided. We hope to develop counselors who are willing to work *with* people, rather than condescending “do-gooders” whose main concern is doing something *to* or *for* people in the name of helping. We believe knowledge, skills, methods, approaches, and techniques can enhance greatly the helping process only when these are utilized by individuals whose primary concern is helping others take effective charge of their own lives and whose philosophies and behaviors reflect that concern.

Consistent with that philosophy, we believe the most important “tool” one has as a developing counselor is one’s self. For this reason, the course is designed to deal primarily with *you* as a communicating person. You will be assisted in the process of identifying and utilizing your own interpersonal strengths and modifying your interpersonal liabilities. The extent to which you are able to respond appropriately to feedback you receive in class will affect not only your grade but may be also a major determinant of the faculty’s view of your suitability for work in the counseling field. Thus, your grade is dependent, in part, upon the process. Process refers not to what you say about yourself, but rather to the extent to which you are open to giving and receiving feedback based upon your behaviors occurring in the present time, here-and-now interactions. The more open you are to this process, the greater will be your opportunities for meeting successfully the course objectives. It is reasonable to expect to be challenged, to expect to change, to expect to be uncomfortable sometimes, and to expect to learn a great deal about yourself in interaction with your classmates, your group, and your instructor.

To implement our philosophy, this course contains two distinct foci: the self of the counselor and the counseling profession. The first focus invites you to participate in self-observation and self-examination within the intra- and interpersonal contexts. Students will interact in a small-group setting and need to be willing to share meaningful thoughts and feelings about themselves and with others. The small group sessions and task groups will focus primarily on here-and-now communication, discovery, and personal growth through self-exploration. The second focus is an orientation to the profession of counseling, which includes a focus on the development of skills and concepts at an introductory level and an introduction to professional roles, organizations, ethical and legal standards, and practices of counseling. Each class will be divided between content and small group work. Content is organized around the self of the counselor and the counseling profession.

**Content Areas**

Curricular experiences and demonstrated knowledge, skills/abilities, dispositions, and behaviors within this course are grounded in the [2009 CACREP Accreditation Standards](http://www.cacrep.org/template/index.cfm) and the [Conceptual Framework Undergirding Professional Education Programs at The College at Brockport, State University of New York.](http://www.brockport.edu/peu/#Framework)

**Learning Goals, Knowledge and Skill Outcomes**

Based on the content areas listed previously, by the culmination of this course you will be expected to demonstrate developing knowledge, skill/abilities, and dispositions in the following areas, assuming specific knowledge and skill to your program area (e.g., school counseling, mental health counseling, college counseling).

Course design - including readings, learning activities, and assessments of student learning – is linked directly to these learning goals and outcomes. Course content developed in these areas utilizes contemplative, adult, and experiential learning philosophies. Content facilitates gaining knowledge; guides you in being a reflective practitioner; and ultimately provides you opportunities to demonstrate and assess your knowledge, skill/ability, and dispositions.

Students are responsible for all general learning goals and goals specific to their programs of study. Use these goals as a self-assessment guide to assess your level of knowledge, skill, and ability to utilize these aspects of counseling.

Knowledge, skill/ability, and dispositional learning goals are organized into the three main course foci relevant to the professional counselor: the counseling professional self, the wounding self, and the healing self. The following are a list of 26 learning goals with their corresponding CACREP accreditation standard.

Matrix of CACREP Standards and Related Student Learning Assessments

| **CACREP Standard** | **Input/Output** | **Course Unit** | **Assessment** |
| --- | --- | --- | --- |
| History and philosophy of the counseling profession (II.G.1.a) | Input | Counseling Professional Self | Professional Counseling Exam |
| Professional organizations, including membership benefits, activities, services to members, and current issues (II.G.1.f) | Input | Counseling Professional Self | Professional Counseling Exam |
| Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (II.G.1.g) | Input | Counseling Professional Self | Professional Counseling Exam |
| Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling (SC, Foundations, A.4) | Output | Counseling Professional Self | Professional Counseling Exam |
| Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (MH, Foundations, A.4) | Output | Counseling Professional Self | Professional Counseling Exam |
| Knows professional organizations, preparation standards, and credentials relevant to the practice of student affairs and college counseling (CC, Foundations, A.5) | Output | Counseling Professional Self | Professional Counseling Exam |
| Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (II.G.1.j) | Input | Counseling Professional Self | Professional Counseling ExamMini-Assignment |
| Professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications (II.G.1.b) | Input | Counseling Professional Self | Information Interview Paper |
| Counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event (II.G.1.c) | Input | Counseling Professional Self | Information Interview Paper |
| Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school (SC, Foundations, A.3) | Output | Counseling Professional Self | Information Interview Paper |
| Knows the qualities, principles, skills, and styles of effective leadership. (SC, Leadership, O.1) | Output | Counseling Professional Self | Information Interview Paper |
| Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems) (MH, Foundations, A.7) | Output | Counseling Professional Self | Information Interview Paper |
| Understands professional issues relevant to the practice of clinical mental health counseling (MH, Counseling, Prevention, and Intervention, C.9) | Output | Counseling Professional Self | Information Interview Paper |
| The role and process of the professional counselor advocating on behalf of the profession (II.G.1.h) | Input | Counseling Professional Self | Information Interview Paper |
| Counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination (II.G.2.f) | Input | Counseling Professional Self | Information Interview Paper |
| Crisis intervention and suicide prevention models, including the use of psychological first aid strategies (II.G.5.g) | Input | Wounding Self | Mini-Assignment |
| Understands learning styles as well as institutional, systemic, interpersonal, and intrapersonal barriers to learning in postsecondary education (CC, Diversity & Advocacy, E.2) | Output | Wounding Self | Mini-Assignment |
| An orientation to wellness and prevention as desired counseling goals (II.G.5.a) | Input | Healing Self | Self Paper |
| Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients (II.G.2.b) | Input | Healing Self | Self PaperSmall Group |
| Counselor characteristics and behaviors that influence helping processes (II.G.5.b) | Input | Healing Self | Small GroupReflection JournalsSelf Paper |
| Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms (SC, Counseling, Prevention, and Intervention, D.1) | Output | Healing Self | Small GroupReflection JournalsSelf Paper |
| Self-care strategies appropriate to the counselor role (II.G.1.d) | Input | Healing Self | Reflection JournalsSelf Paper |
| Essential interviewing and counseling skills (II.G.5.c) | Input | Healing Self | Small Group |
| Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling (II.G.5.d) | Input | Healing Self | Mini-Assignment |
| A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions (II.G.5.e) | Input | Healing Self | Mini-Assignment |
| Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term (II.G.6.e) | Input | Healing Self | Small Group |

**Required Texts[[1]](#footnote-1)\***

American Psychological Association (2010; Second Printing, October 2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

Echterling, L. et al (2008). Thriving: A manual for students in the helping profession. (2nd ed.). Boston, MA: Lahaska Press.

Gladding, S. T. (2013). Counseling: A comprehensive profession. (7th ed.). Upper Saddle River, NJ: Merrill.

Hutchinson, D. (2012). The essential counselor: Process, skills, and techniques (2nd ed). Thousand Oaks, CA: Sage Publications.

Hutchinson, D. (2012). The counseling skills practice manual. Thousand Oaks, CA: Sage Publications.

Schwartz, B.; Landrum, R. E.; & Gurung, R. A. R.(2012). An easy guide to APA style. Thousand Oaks, CA: Sage Publications.

Shakoor, M. (2010). On becoming a group member: Personal growth and effectiveness in group counseling. New York: Routledge.

Yalom, I. D. (2009) The gift of therapy: An open letter to a new generation of therapists and their patients. New York: Perennial.

**Recommended Texts**

Engels, D.; Barrio Minton, C.; Ray, D. & Associates. (2010). *The professional counselor: Portfolios,*

*competencies, performance guidelines, and assessment*. Alexandria, VA: American Counseling Association.

Rogers, C. R. (1961). *On becoming a person*. Boston: Houghton Mifflin Company.

**Methods of Instruction, Assessment and Evaluation**

Methods of instruction are grounded in contemplative and adult learning principles: focus on self-awareness, presence, life-centered, integrating experience, self-directed, action-oriented (Knowles, Holton, & Swanson, 2005). Learning activities and tasks may include and are not limited to contemplative practices, discussion, role-play, observation, group work, critical reflection and analysis of new content, application of learning in case studies, and lecture.

Methods of assessment and evaluation are diverse and designed to assess significant learning: foundational knowledge, application, integration, human dimension, caring, and learning how to learn (Fink, 2003). Assessment measures may include a written exam; reflection journals; role-plays; group participation; scholarly paper; and self-initiated and group projects. Your work will be evaluated using several possible evaluation rubrics used by faculty and student peers throughout the Department. Evaluation rubrics include writing, experiential group participation, and reflections. Students will assess also and be assessed by faculty on professional dispositions at the beginning and end of term. See syllabus appendices for evaluation rubrics. These rubrics identify the criteria upon which you will be evaluated as well as indicators of competence. Self-awareness, self-reflection, and openness to feedback are critical to methods of instruction and evaluation.

**Learning in Experiential Settings**

Experiential learning settings have an inductive orientation, meaning general principles are arrived at based on observations of particular situations. This orientation is at odds with most experiences in education, which is primarily deductive. Deductive reasoning begins with the general principle and moves to the particular situation. Experiential participants discover they can learn in a setting where the only real answers come from themselves and not from the teacher or authority figures.

What is to be learned in experiential settings is sometimes not clear and is often ambiguous. Developing tolerance for ambiguity is imbedded within the learning process in these settings. Remain open to accepting ambiguity, and you remain open to the opportunity to learn.

The influence of the relationship between yourself and your peers on your own learning is part of learning how to learn within an experiential setting. In this learning situation, each participant may be teacher as well as learner. The teacher is any member of the group who provides meaningful data for learning. Thus, available resources are greatly expanded in an experiential setting. Value the worth and contributions of your peers. This may be a radically new model for you if you are used to the faculty member being the only teacher and expert. Yet, consider that peers may know more than anyone else about *their* reactions and feelings about *you*, and it is critically important for you to discover what are those reactions and feelings.

Grading Scale

A 94-100 Percent

A- 90-93 Percent

B+ 87-89 Percent

B 83-86 Percent

B- 80-82 Percent

C+ 77-79 Percent

C 73-76 Percent

E 72 Percent and Below

Assignments Overview

Assignment Percent Due Date

Small Group Participation 30 Weekly

Journal/Discussion Forum 10 Weekly/Biweekly

5 Mini-Assignments 5 9/6; 9/20; 10/2; 10/18; 11/1

Professional Counseling Exam 15 9/30/12 by Midnight

Information Interview & Reflection Paper 10 10/7/12 by Midnight

Self Paper 30 11/29/12

Small Group Participation (Each week in class small groups) (30%) (Experiential Group Evaluation Rubric)

The purpose of this task is to utilize experiential learning methods to develop, practice, and demonstrate knowledge, skills, and attitudes consistent with effective counseling.

The class will be divided into two small groups. Each group will experience being participants and observers of group process. Groups will meet weekly. The content and direction of each group will emerge from the needs of each participant. While these groups are not therapy groups, they may inspire significant self-reflection and personal growth. I encourage you to seek out campus and community counseling resources to support your self-reflection and growth needs. Please meet with me if you would like references to campus and community resources.

You will be evaluated regularly on such areas as your counselor orientation, integrity, respect for human dignity and diversity, self-awareness, professional commitment, ability to demonstrate within a group setting the ability to deliver meaningful and relevant here-and-now comments; to paraphrase and reflect feeling and deep meaning; to communicate empathic, genuine and authentic self-reflections; offer supportive and challenging observations; to self-monitor; and to receive and grow from feedback, while maintaining and communicating your awareness of feelings and thoughts when receiving feedback. Group members, observers, and instructor will utilize the Group Member Guide Sheet as a feedback tool (See Appendix IV).

Matriculated students are required to maintain grades of B in courses related to the Counselor Education program. While a large portion of the final grade will be based on the academic portion of the course, Self in Society is a competency-based course, and students must also perform satisfactorily in the small group segment in order to pass the course with a minimum grade of B required in the program. This portion of the course requirements is graded on a satisfactory-unsatisfactory basis, whereby you will earn all or a portion of the 30 percentage points for this assignment. Students with unsatisfactory participation in the group sessions will receive a maximum grade of B- for the course and required to repeat the entire course in order to continue in the Counselor Education program.

Reflection Journal and Discussion Posting (Weekly and Biweekly) (10%) (Reflection Rubric)

For years, former students have commented about the intensely personal transformative nature of this course. This course fosters and requires inner thought, reflection, and leads often to personal change. The purpose of this assignment is to provide you both a private and public opportunity to reflect on your response to course content and process. Although a relatively low-stakes assignment, this may be one of the most important opportunities for reflection in this course.

Privately, you will submit each week (12 journal entries) a reflection journal entry for instructor review and feedback. Each week, submit your reflection journal in the drop box provided on Angel. Publically, you will contribute at least once every other week (minimum of 6 posts) your thoughts, feedback, comments on a course discussion board on Angel. As with all contributions in class, students are asked to respect the confidentiality of each person’s discussion postings. The discussion board is not an appropriate venue for discussing small group issues. The journal entries may be focused on guiding questions, and blog postings are not structured; you choose the length.

They should reflect your genuine thought and reflection. If you need ideas for what to write, consider the following starting points: what struck you about the readings this week; what one thing excited you, bothered you, or confused you the most this week; what are you experimenting with in your own life related to interpersonal communication and how is that working for you; where do you see yourself growing; what is painful to you in your growth? Consider this adapted quotation from Carl Rogers as a useful introduction to this assignment, “[T]he purpose of this [reflection journal and posting] is to share with you something of my experience – something of me. Here is what I have experienced in the jungles of modern life, in the largely unmapped territory of personal relationships. Here is what I have seen. Here is what I have come to believe. Here are the ways I have tried to check and test my beliefs. Here are some of the perplexities, questions, concerns and uncertainties which I face” (Rogers, 1961, p. x)

You will use your reflection journals and discussion postings to review when developing your Self paper.

Mini-Assignments (Due 9/6; 9/20/10/2; 10/18; 11/1/12) (5%) (Writing Evaluation Rubric)

The purpose of these mini-assignments is to demonstrate your foundational knowledge in five applied areas. For each assignment completed satisfactorily, you will receive one percent (1%) credit; completing all assignments satisfactorily, you will earn the full 5% of the overall course grade. Satisfactory completion requires you demonstrate accurate, relevant, precise, and current knowledge of the resource material; a critical reflection and analysis of the implications of the material for diverse population; and a consideration of how the material may be useful in your own counseling practice. Each assignment’s instructions and submission guidelines will be provided on Angel.

Mini-Assignment 1: Application of ethical and legal standards (Due 9/6/12)

Mini-Assignment 2: Barriers to learning (Due 9/20/12)

Mini-Assignment 3: Counseling theories (Due 10/2/12)

Mini-Assignment 4: Crisis intervention and suicide prevention models (Due 10/18/12)

Mini-Assignment 5: Systems theory (Due 11/1/12)

Professional Counseling Exam (Due 9/30/12 by Midnight) (15%) (Writing Evaluation Rubric)

The purpose of this exam is to demonstrate your foundational knowledge of the history and philosophy of the counseling organization; roles, functions, and settings of counselors and counseling specialists; professional organizations, credentialing, certification, licensure, and ethical standards.

Knowledge will be assessed using objective items, case studies, and essays. The exam will be completed online, and students may refer to notes and resource materials. Students are on their honor not to consult with current or previous students or faculty while completing this assignment.

Information Interview & Reflection Paper (Due 10/7/12 by Midnight) (10%) (Writing Evaluation Rubric)

The purpose of this project is to apply foundational knowledge about the counseling profession to networking with specific counseling clinicians and exploring settings relevant to your counseling specialty. This assignment includes two parts: Information Interview and Agency Tour and Reflection Journal Entry. To prepare for this assignment, read the relevant Gladding chapter for your program area (Ch. 17, 18, or 20).

Information Interview

You will meet with a clinician or school counselor working in a local agency, college, or school. I suggest you email the practitioner the interview script prior to your meeting. This meeting must take place in person and include a tour of the facility. You must meet with a counselor in an agency or school with which you have no prior experience. You cannot interview someone at your work site, in another program at your work site, or in one of your former schools. The purpose of this interview is to begin networking with counseling professionals in settings in which you have no prior experience. These networking contacts may be helpful during your internship. I recommend strongly you hand write a thank you letter following your interview. Use the following interview script.

Interview Script

Describe the school, college, or agency – size, geographic location, approximate number of people served, demographic and socioeconomic description of the people served, approximate caseload size and average number of counseling sessions per person, funding sources, strengths and limits of the agencies, theoretical framework of counseling providers.

What is your professional education and background and counseling experience? What do you know now you wish you knew when you were in my shoes? What wisdom could you share for a new counselor?

How would you define the counseling profession? In what ways is your position similar to and distinct from other helping professionals? In your role, what are your relationships like with other helping professionals? With whom do you collaborate and what is that process like both within your agency and with outside community partners?

What is your practice of self-care? How do you maintain balance and prevent burnout? How do you nurture your professional development?

Would you describe an ethical or legal dilemma you faced? What were the relevant ethical standards or laws? Describe your process of resolving it?

What has been your experience working with crisis and emergency management at the agency, local, state, regional, or national levels? What do you think are a counselor’s roles and responsibilities in crisis response work?

How do you think counselors could be effective advocates for the overall profession as well as for our relevant specialty areas? In your experience, how have you negotiated your being a professional counselor with being a specialist in school, mental health, or college?

What do you think counselors’ roles are in eliminating biases, prejudices, and processes of oppression and discrimination? What example do you have from your experience addressing issues of difference and oppression?

(For School Counselors) How would you describe the qualities, principles, skills and styles of an effective leader? Can you describe a mentor in leadership in your life?

(For Mental Health and College Counselors) Would you identify some of the key relevant professional issues you believe effect mental health/college counselors, such as core provider status, expert witness status, access to and practice privileges within managed care systems, etc.? From your experience, what would help resolve these issues?

(For Mental Health and College Counselors) What do you believe are current clinical issues most pressing for clients/students? In your experiences, what are some counseling approaches that prove most helpful?

Reflection Paper

Create a reflection paper within which you respond to the interview script items listed in the previous bullets. In addition, reflect on what you learned from the experience about the counseling profession and your emerging role in it. What information surprised you? What fears or concerns did you experience? What did you learn about the counseling profession? What did you learn about various agency, college, and school settings? How will you incorporate this information into your developing identity as a professional counselor?

When writing your reflection paper, use the interview script and reflection prompts in the previous paragraph as a ***guideline*** rather than a list to which you respond in a linear fashion. Use them to help you gather information, synthesize your evaluation of the material, and identify key themes or insights. You can use the key themes or insights to help organize your paper. *To ensure you demonstrate your learning relevant to accreditation standards, be sure you address clearly the bulleted items in the interview script.* This response can be written in first-person and should comply with APA style for grammar, organization, and references. Remember to cite all your sources, including personal communication. The maximum length is 8 pages, including references

Self Paper (Due 11/29/12) (30%) (Writing Evaluation Rubric)

This department’s faculty believes your self is one of the most powerful tools you have in the therapy process. The purpose of this paper is to demonstrate your developing self-awareness, self-reflection, and your understanding of the healing and wounding processes and the counseling profession.

Organize your paper according to the key themes you learned during the semester. Within your paper, address the CACREP standards for which you are responsible to demonstrate in this assessment. See the Matrix of CACREP Standards and Related Student Learning Assessments to identify standards relevant to this assessment. The paper may be written in first person, but should be consistent with APA formatting and editing guidelines. The maximum length is 10 pages, including references. To help you develop this paper, I suggest you review your reflection journals, discussion postings, class and reading notes, and information interview paper to identify key themes in your learning this semester.

**Other Statements, Policies, and Guidelines**

Academic Integrity

Academic integrity is crucial to your professional identity; therefore academic dishonesty is a serious breach of the trust that exists between a student, one’s fellow students, and the instructor. Academic dishonesty is a major violation of College policy, which can result in the failure of a course as well as a range of disciplinary actions, from an official warning to suspension or dismissal from the College. Any student suspected of such a violation will be subject to charges. Violations of academic honesty include, but are not limited to:

1. Plagiarism, defined as presenting as one’s own words, ideas, or products of another without providing a standard form of documentation, such as footnotes, endnotes, or bibliographic documentation;
2. Fabricating facts, statistics, or other forms of evidence in papers, laboratory experiments, or other assignments;
3. Presenting someone else’s paper, computer work, or other material as one’s own work; and
4. Failing to follow the rules of conduct for taking an examination as stipulated by the instructor prior to the examination or as stated by him/her in a written course syllabus.

Records of disciplinary actions for dishonesty are kept and conduct dismissals are noted on College transcripts. For more information, see the [Student Policies](http://www.brockport.edu/policies/index) web page and refer to [Academic Policies](http://www.brockport.edu/policies/category.php?id=1).

Angel Course Page and TK20 Assessment Management System

Students are responsible for reviewing prior to each class and/or printing all content on the course page on The College at Brockport’s Angel course management system (<https://angel.brockport.edu/default.asp>). Course handouts, learning activities, and resources are updated regularly. Assessments of student learning are to be uploaded or completed on Angel and TK20 when instructed.

TK20 is a web-based system that contains and tracks your student learning artifacts (i.e., your assignments) throughout your graduate program within the Department of Counselor Education. This enables you and your faculty to identify much more specifically and effectively key areas of strength and needed growth. You will use TK20 to submit key assessments, access faculty evaluations of your learning, and complete many of the administrative and evaluation procedures of your Integration and Implementation clinical experiences. This is your TK20 account, with your unique username and password. You determine what information is stored in your “Artifact Library” and which artifacts you would like to share and receive feedback.  You create your own folder organization and store your work as you wish. You have the capability to create Presentation Portfolios to send to anyone you would like, including potential employers.  You will have access to TK20 throughout your professional career as a graduate of Brockport at no cost.  You can upload any file format you would like (e.g., Word, Excel, PowerPoint, PDF, videos, Google Earth, and Smartboard, etc.). In addition to these personal benefits for you individually, department faculty can understand better and improve more strategically the learning experience at a programmatic level. With this information, we can design curriculum that will prepare you better as a professional counselor.

You will use TK20 in addition to Angel. **To access Angel**, visit <https://angel.brockport.edu/default.asp>. **To access TK20**, visit <http://brockport.tk20.com>. Login to Angel and TK20 with your Brockport NetID and Password. Contact IT Help Desk at <http://www.brockport.edu/lits/helpdesk/> for login troubleshooting/reset password There are many TK20 resources available at <http://www.brockport.edu/peu/portal/tk20.html> to help and support Brockport users.

Attendance Policy and Learning Community Expectations

In order for each member to contribute to the success of our community, we will respect the privacy and confidentiality of what is shared during this course. You are invited to bring and share your unique perspective, thoughts and understandings of the texts, and your ideas and experiences. Bringing your full maturity, commitment, participation, and openness to risk enhances all our learning opportunities. You are welcome and encouraged to share with me your critical and supportive feedback of my teaching and course management; your feedback is independent of my evaluation of your work.

In order to best foster a learning community and to honor your role as a professional colleague in training, you are expected to complete reading assignments prior to class and be prepared to contribute meaningfully. To help, you may want to bring a list of insights, comments, critiques, and issues generated by the readings. You are expected to attend class, arrive on time, and notify me via email prior to class if you will be absent. Finally, you are expected to submit all assignments at the beginning of class on the due date.

Communication Practice and Appointments

Cell phone (585-880-1143) and Brockport email (kfallon@brockport.edu) are the best means to reach me. I only check my office phone once a week and rarely check Angel mail. I will attempt to respond to calls the same day and email correspondence within two business days, during business hours.

I am happy to meet with you to discuss your progress. Call to schedule an appointment. *When discussing assignments or reviewing drafts, please meet me no later than two weeks prior to the due date*. Please plan accordingly. “Your lack of planning does not constitute my emergency.”

Confidentiality

Given the nature of personal risk and disclosure in experiential learning exercises, each person is expected to maintain confidentiality for what is discussed in class. Disclosing personal information about others outside of class violates confidentiality.

Disability Statement

Students with documented disabilities may be entitled to specific accommodations. SUNY Brockport’s Office for Students with Disabilities makes this determination. Please contact the [Office for Students with Disabilities](http://www.brockport.edu/osd/) at 585-395-5409 or osdoffice@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty members work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

Please notify me if you have a special need that may be the result of a disability. I am confident we can negotiate whatever arrangement is necessary, such as special seating, testing, or other accommodations. Please schedule an appointment with me as early in the semester as possible.

Disclaimer for Non-Matriculated Students

Completing this course does not guarantee your admission to The College at Brockport’s Counselor Education programs.

Drop/Withdrawal Policy

A student may de-register from a course by dropping or withdrawing. Drop period exists only during the first four weeks of the semester. During this period, a student may drop a course for any reason, without permission, and no notation of this action will appear on the permanent transcript. Early withdrawal period extends from week five through week ten. A $20 early withdrawal fee is assessed, and the student receives a permanent “W” on the transcript. Late withdrawal period extends from the end of week ten through the Friday prior to the last day of classes. In order to withdraw during this period, the student must complete a Late Withdrawal form, document specific “extraordinary circumstances” for necessitating a withdrawal, and obtain the signature and approval of Dr. Tom Hernandez, Department Chair, but not a course instructor, on the Withdrawal form. A fee is charged, and the student receives a permanent “W” on the transcript. Students wishing to separate from the College must consult with Dr. Tom Hernandez, Department Chair.

Legitimate grounds for withdrawing from a course include physical illness or injury, psychological disorder, and financial emergency (job requirements). It is the student’s responsibility to provide documentation. Illegitimate grounds for withdrawing from a course include poor grades, poor judgment in selection of courses, and changes in one’s academic program.

You are responsible for complying with the [2012-2013 Academic Calendar](http://www.brockport.edu/calendar/) deadline dates for dropping or withdrawing from this course, including securing any required permissions from Dr. Tom Hernandez, Department Chair.

Graduate Grading

In general, “A” grades indicate student performance exceeding syllabus guidelines and evaluation criteria through consistent excellence in writing, content, demonstrated insight, complexity of thought, and counseling performance. Graduate students are expected to perform at minimum at a competent level, as evidenced by a grade of “B” indicating students submitted assignments on time, followed syllabus guidelines, and completed assignments thoughtfully and thoroughly. Earning a grade lower than a “B” indicates concern about academic or professional ability. College policy stipulates students earning grades B- or below are required to retake the course. As a benchmark, the level of effort you put into “A” level work in undergraduate studies may be equivalent to “B or B+” level work in graduate school.

Incomplete “I” Grades

A grade of “I” is to be used only when circumstances beyond the student’s control prevent the student from completing all required work. In such a case, and “I Contract” is submitted which specifies the work that needs to be completed; the date by which the work must be done, no later than the end of the following semester; and an alternate grade to be assigned if the specified work is not completed as described. Illegitimate reasons for an “I” grade include make up assignments for poor grades, work missed because of unexcused absences, retaking a course without registering, or abandoning attending a course.

Instructor Disability Statement

I live with Multiple Sclerosis and on rare occasions may experience symptoms requiring me to leave the room immediately. My sudden exit is not a reaction to what is going on in the moment; rather it is my attempt to manage my health.

Late Work

Late work is not recommended. However, you are free to make your own choices knowing the following consequences for late work. All readings are to be completed and all assignments are to be submitted or uploaded to Angel or TK20 by the **beginning** of the designated class period, unless specifically stated otherwise. Professionalism includes your ability to manage time and commitments. Exceptions will be made only in cases of emergency (i.e., hospitalization, death in the family, etc.). Contact me via email or cell phone immediately to discuss arrangements. Consequences for late work result in the following grade deductions:

* 30 minutes up to 24 hours late – 10%
* 24 up to 48 hours late – 25%
* 48 up to 72 hours late – 50%
* Beyond 72 hours late – Assignments will not be accepted

Research Project: Assessing the Impact of Contemplative Practices on the Development of Graduate Counseling Students

You are invited to participate in a semester-long research project, the purpose of which is to explore the impact of contemplative practices on your development as a counseling student. Research studies suggest core conditions for professional counseling to engage in effective therapeutic relationships, including self-awareness, empathy, compassion, and presence (Nye, 2000). The Counselor Education department at The College at Brockport, SUNY, aligns with a widely held principle that the self of the therapist is the most powerful element in the counselor’s skill set (Corey, 2009; Yalom, 2002). Counselor educators are challenged with cultivating curricular experiences that foster students developing not only academic knowledge but also intrapersonal skills and abilities that enhance the counseling relationship and process. Contemplative practices are defined as reflective exercises in present-moment attention that cultivate an accepting awareness of experience and focused observation of internal and external stimuli; and evidence suggests there is a relationship between these practices and self-awareness, empathy, compassion, and presence (Bush, 2010; Repetti, 2010; Salloway & Fisher, 2007). When implemented in counselor education programs, studies have shown an effect on counseling skills and relationships (Christman & Lichtenstein, 2009). Despite the growing use of contemplative practices in higher education, there is a dearth of research on the application of these practices in counselor education. The purpose of this research project is to understand the impact of implementing contemplative practices into two counselor education courses. Given the importance of professional counselor intrapersonal skills and given the benefits of utilizing contemplative practices in supporting self-awareness, empathy, compassion, and presence, these results could contribute to the curriculum design body of the counselor education literature.

Your participation involves: (1) completing a Participant Demographic Data Sheet, (2) taking part in classroom mindfulness practices (e.g., guided meditation; beholding an image, word, phrase, or song; free writing; and relaxation exercise), (3) completing a weekly feedback reflection, and (4) selecting one mindfulness practice in which to engage throughout the semester. You will receive a handout with examples of contemplative practices. Examples include sitting meditation, walking meditation, yoga, lovingkindness meditation, and Qijong. You are not being asked to do anything more than allow your weekly feedback reflections to be used for research purposes.

Your participation is voluntary, and you have the right to refuse to answer any questions. Participation in the research will not affect your grades or class standing. Your confidentiality is protected. There will be no more than minimal anticipated personal risks and the potential for personal benefits because of my participation in this project. The Association for Contemplative Mind in Higher Education (ACMHE) (http://www.acmhe.org/) coordinates training and conducts research in implementing and assessing contemplative practice in higher education. In their feedback, participants in ACMHE studies using contemplative practices reported consistently there was minimal risk for emotional and psychological harm and reported a greater potential for personal benefit (Christman & Lichtenstein, 2009; Schure, Christopher, & Christopher, 2008; Repetti, 2010). Please see the attached Statement of Informed Consent for further information. Your signature on the Statement of Informed Consent is required to participate in the study.

By next week, please review this project description, contact Dr. Fallon with any questions or concerns; and if you are willing to participate, please submit the signed Informed Consent and Participant Demographic Data Sheet with the contemplative practice you intend to develop this term. We are grateful for your considering participating in this study.

Use of Electronic Devices in the Classroom

Class participants demonstrate respect for the learning community through their presence and attention to class activities and colleagues. Out of respect for our learning community, please honor the policies related to electronic devices.

Please **silence** cell phones when you enter the classroom and refrain from receiving and sending calls and text messages while in the classroom. However, if you have a legitimate reason to remain reachable by cell phone during class time, you must request permission in advance and place your cell phone on vibrate during class time. Please excuse yourself from class to answer the phone.

If you want to use a laptop computer for taking notes during class, please **restrict use to activities that relate to the class**. Students participating in unrelated activities (i.e., instant messaging, game playing, unrelated internet searching, emails) will not be permitted to use their laptop in class. **Sending or receiving text messages or emails during class is disrespectful and unprofessional**.

Writing Statement

Your success as a student and as a professional counselor demand you articulate an ability to communicate effectively in writing. You will be expected to focus on improving your writing skills as a student in the Department of Counselor Education and in this course. The APA Style Manual (6th Edition, Second Printing or later) is a key resource in learning competencies for written communication, formatting principles, and the expectations for writers in the counseling profession. The [Student Learning Center](http://www.brockport.edu/~slc/) is a useful resource on campus for writing assistance. In this course, you will be expected to refer to the APA Style Manual (6th Edition, Second Printing or later) when developing your manuscripts, complying with editing and referencing guidelines. I realize many students have not had the opportunities to develop proficiency with their writing abilities, and I am available to consult with you during the semester. Also, I encourage you to form writing groups to support and mentor one another, and I am happy to meet with your writing group to provide support and consultation. The following are additional writing resources, including a graduate-level English course our students have taken to improve their writing.

Books

\*\*\*American Psychological Association. (2010 (October 2009 Second Printing or later)). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The craft of research* (3rd ed.). Chicago, IL: The University of Chicago Press.

Garrard, J. (2004). *Health sciences literature review made easy: The matrix method*. Sudbury, MA: Jones and Bartlett Publishers.

\*\*\*Lindberg, C. A. & Moody, R. (2008). *Oxford American writer’s thesaurus*. New York: Oxford University Press.

Machi, L. A., & McEvoy, B. T. (2009). *The literature review: Six steps to success*. Thousand Oaks, CA: Corwin Press.

\*\*\*McWhorter, K. T. (2000). *Successful college writing: Skills, strategies, learning styles.* Boston, MA: Bedford/St. Martin’s

McNiff, S. (1998). *Trust the process: An artist's guide to letting go*. Boston, MA: Shambhala Publications, Inc.

\*\*\*Oxford Dictionaries (2010). *Oxford dictionary of English*. (3rd Ed.) Oxford, England: Oxford University Press.

Runciman, L., & Lengel, C. (2005). *The everyday writer: Exercises* (3rd ed.). Boston, MA: Bedford/St. Martin's.

\*\*\*Strunk, W., & White, E. B. (2000). *The elements of style* (4th ed.). Needham Heights, MA: Allyn & Bacon.

Swales, J. M., & Feak, C. B. (2000). *English in today's research world: A writing guide*. Ann Arbor, MI: The University of Michigan Press.

\*\*\*Swales, J. M., & Feak, C. B. (2009). *Academic writing for graduate students: Essential tasks and skills* (Vol. The University of Michigan Press): Ann Arbor, MI.

Szuchman, L. T. (2011). *Writing with style: APA style made easy* (5th ed.). Belmont, CA: Wadsworth/Cengage Learning.

Williams, J. M. (1995). *Style: Toward clarity and grace*. Chicago, IL: The University of Chicago Press.

Online Resources

Free iTunes Podcast and Video Resources

Challenges of Good Writing: Asking for Feedback

Challenges of Good Writing: Self Knowledge and Discipline

Challenges of Good Writing: Words Matter

Roy's 50 Writing Tools

Writing as an Iterative Process

The Critical Thinker Academy Series

Purdue Online Writing Lab <http://owl.english.purdue.edu/owl/resource/560/01/>

Brockport Recommended English Course

ENG 581 Standard Grammar (Graduate Course)

**References**

Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to*

*designing college courses*. San Francisco: Jossey-Bass.

Knowles, M., Holton, E., Swanson, R. (2005). *The adult learner: The definitive classic in adult*

*education and human resource development*. (6th ed.). Burlington, MA: Elsevier.

Rogers, C. R. (1961). *On becoming a person*. Boston: Houghton Mifflin Company.

**Class Schedule[[2]](#footnote-2)\***

| **Dates** | **Unit** | **Topics** | **Readings** | **Assignment Due** |
| --- | --- | --- | --- | --- |
| 8/28 & 8/30 | Course Overview & The Professional Counseling Self | * Introductions
* Review Course Syllabus
* Establish Small Groups
* Create class & small group norms
 | Shakoor, Introduction, Orientation Prologue, Orientation GlosseryEchterling et al., Ch. 1-2Hutchinson, Ch. 1; Manual, Ch. 1Yalom (at your pace) | Submit Dispositions Self-Assessment on AngelWeekly Reflection Journal |
| 9/4 & 9/6 | The Professional Counseling Self | * Philosophy & Definition of Counseling
 | Gladding, Chs. 1-2Shakoor, Ch. 1Echterling et al., Ch. 3-4Hutchinson, Ch. 2; Manual, Ch. 2-3Yalom (at your pace) | 9/6 - Mini-Assignment 1Weekly Reflection Journal |
| 9/11 & 9/13 | The Professional Counseling Self | * Organization, Preparation & Credentialing
 | Gladding, Ch. 4-5Echterling et al., Ch. 5Hutchinson, Ch. 3; Manual, Ch. 3Yalom (at your pace) | Weekly Reflection Journal |
| 9/18 & 9/20 | The Counseling Professional Self | * Ethical Standards
 | ACA 2005 Code of Ethics and Standards of PracticeGladding, Ch. 3Shakoor, Ch. 2, 6Echterling et al., Ch. 6Hutchinson, Ch. 6; Manual, Ch. 9Yalom (at your pace) | 9/20 - Mini-Assignment 2Weekly Reflection Journal |
| 9/25 & 9/27 | The Counseling Professional Self | * Roles, Functions & Collaboration
 | Gladding, Chs. 6-8, Your program area - 17, 18, 20Echterling et al., Ch. 7Hutchinson, Ch. 4; Manual, Ch. 4Yalom (at your pace) | 9/30 by midnight -Professional Counseling ExamWeekly Reflection Journal |
| 10/2 & 10/4 | The Wounding Self | * Rigidity & Chaos
 | Hutchinson, Ch. 5, Manual, Ch. 5Yalom (at your pace) | 10/2 - Mini-Assignment 310/7 by midnight - Information Interview PaperWeekly Reflection Journal |
| 10/9 & 10/11 | The Wounding Self | * Power & Control
 | Shakoor, Ch. 3, Appendix CHutchinson, Ch. 6; Manual, Ch. 6Yalom (at your pace) | Weekly Reflection Journal |
| 10/16 & 10/18**No Class 10/16-Mid-Semester Break** | The Wounding Self | * Trauma & Crisis
 | Hutchinson, Ch. 7; Manual, Ch. 7Yalom (at your pace) | 10/18 - Mini-Assignment 4Weekly Reflection Journal |
| 10/23 & 10/25 | The Wounding Self | * Coping with Wounding
 | Hutchinson, Ch. 8; Manual, Ch. 8Yalom (at your pace) | Weekly Reflection Journal |
| 10/30 & 11/1 | The Wounding Self | * Transitioning to Healing
 | Shakoor, Ch. 4Hutchinson, Ch. 9Yalom (at your pace) | 11/1 - Mini-Assignment 5Weekly Reflection Journal |
| 11/6 & 11/8 | The Healing Self | * Orientation to Wellness
 | Shakoor, Ch. 5Hutchinson, Ch. 10; Manual, Ch. 10Yalom (at your pace) | Weekly Reflection Journal |
| 11/13 & 11/15 | The Healing Self | * Dispositions of Healing Self
 | Hutchinson, Ch. 11; Manual, Ch.11Yalom (at your pace) | Weekly Reflection Journal |
| 11/20 & 11/22**No Class 11/22 – Happy Thanksgiving** | The Healing Self | * Caring for a Healing Self
 | Gladding, Ch. 8Shakoor, Ch. 6Hutchinson, Ch. 12; Manual, Ch. 12Yalom (at your pace) | Weekly Reflection Journal |
| 11/27 & 11/29 | The Healing Self  | * Healing Relationships
 | Yalom (at your pace) | 11/29 - Self PaperWeekly Reflection Journal |
| 12/4 & 12/6 | The Healing Self & Course Wrap up and Transition | * Key learning lessons from course
 |  | Submit Dispositions Self-Assessment on AngelFinal Weekly Reflection Journal |

1. \* Other readings as assigned [↑](#footnote-ref-1)
2. \* Professor reserves the right to revise as needed with notice to students [↑](#footnote-ref-2)