**EDC 602 Counseling Concepts**

Fall 2012, Wednesdays 3:35pm to 6:20pm, Hartwell Hall, Room 7

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**The Big Ideas**

Years from now, when you look back on this class, I hope this experience inspired you to: (1) embrace the complexity of how our thoughts, feelings, behaviors, mind, body, and spirit interact to impact our relationships with our self, others, and the world; (2) apply an integrative theoretical thinking process to understanding relationships, wounding, healing, and change; (3) develop relationships between you and other major counseling theorists; and (4) commit yourself to developing your counseling skills throughout your career.

**Course Description**

*Prerequisite: one of EDC 501, EDC 502, or EDC 503*

Studies the general categories of counseling theories, including rational, learning, psychoanalytic, perceptual-phenomenological and existential approaches. Covers examples of specific theories, including rational-emotive, behavioral, psychoanalytic, person-centered, feminist, Adlerian, Gestalt, transactional analysis and systemic. Discusses theories in terms of background, development, concepts and research. Explores the dynamics and techniques of therapy. Evaluates each theory in terms of its appropriateness to societal groups (i.e., ethic, socioeconomic, drug, gender, age, disability, etc.). Allows students to examine the theories in terms of their own philosophical thinking and personal orientation so that they may formulate an effective personal counseling theory. (3 Credits).

**Content Areas**

Curricular experiences and demonstrated dispositions, knowledge, skills, and abilities within this course are grounded in the Counselor Education department dispositional standards and the [2009 CACREP Accreditation Standards](http://www.cacrep.org/2009standards.html), including core knowledge, skills, and abilities required of all counselors as well as program-specific competencies.

**Learning Goals, Knowledge and Skill Outcomes**

Based on the core departmental dispositional and accreditation standards, by the culmination of this course you will be expected to demonstrate professional attitudes and behaviors as well as knowledge and developing skill in the areas of counseling theory and practice. You will develop knowledge and proficiency through course readings, out-of-class assignments, in-class learning activities; and your learning and competency will be assessed via assignments. Learning activities and assignments for counseling theory focus on theoretical content knowledge, while activities and assignments for counseling practice applies content knowledge to practice. On the following pages is a list of specific dispositional and accreditation standards addressed in this course along with signature assessments of your learning. I encourage you to use this table as a self-assessment and learning guide for you as you progress through this course.

**Dispositional and Accreditation Standards & Assessments of Student Learning**

| Input Standard | Output Standard | Department Core Essential Standard | Standard | Relevant Assessments of Student Learning |
| --- | --- | --- | --- | --- |
|  |  |  | DEPARTMENT DISPOSITION STANDARDS |  |
|  | ★ | ★ | Counseling Orientation: Candidate demonstrates the traits that embody a professional counselor, such as: an orientation to wellness; the belief that all people can grow and change; the ability to be perceptive, think critically, and to be self directed; the ability and willingness to establish interpersonal connections, develop meaningful relationships, and to work collaboratively. | Reflection Journal; Clinical Role Plays; Integrative Theory Discussion & Reflection Paper; Clinical Case Conceptualization Discussions; Conceptual Understanding Assessments |
|  | ★ | ★ | Integrity: Candidate demonstrates the ability to foster trust in clients, colleagues, site supervisors, clinical supervisors, and professors by maintaining a high level of dependability and consistency. Demonstrates sound moral character; is truthful, honest, and sincere; exhibits ethical behavior, professional and intellectual integrity. | Reflection Journal; Clinical Role Plays; Integrative Theory Discussion & Reflection Paper; Clinical Case Conceptualization Discussions; Conceptual Understanding Assessments |
|  | ★ | ★ | Respect for Human Dignity & Diversity: Candidate is: Non-judgmental, empathic, compassionate, respectful to all clients, colleagues, classmates, site supervisors, clinical supervisors, staff and faculty; respectful in advocating for self and others. Candidate demonstrates an appreciation for differences among people; has a strong ability to interact, work and be with people who have characteristics different from self, and continually seeks opportunities to learn more about others’ perspectives; is open to considering the myriad of new attitudes, beliefs, ideas, and opinions that are encountered in the counseling milieu. Candidate applies multicultural competencies and an understanding of how power, oppression, and privilege impact the counseling process. | Reflection Journal; Clinical Role Plays; Integrative Theory Discussion & Reflection Paper; Clinical Case Conceptualization Discussions; Conceptual Understanding Assessments |
|  | ★ | ★ | Self-awareness: Candidate demonstrates congruence, genuineness, self-care, and an awareness of one’s own strengths and limitations, assumptions and biases, and the impact these have on professional and counseling relationships. Candidate demonstrates openness to receiving, and a willingness to incorporate, feedback. Candidate seeks supervision or other professional assistance. | Reflection Journal; Clinical Role Plays; Integrative Theory Discussion & Reflection Paper; Clinical Case Conceptualization Discussions; Conceptual Understanding Assessments |
|  | ★ | ★ | Professional Commitment: Candidate exhibits a commitment to their professional development, clients, and the counseling profession. Candidate utilizes a wide range of personal and professional resources to develop as a scholar/practitioner in order to address clinical and other professional issues and facilitate change. | Reflection Journal; Clinical Role Plays; Integrative Theory Discussion & Reflection Paper; Clinical Case Conceptualization Discussions; Conceptual Understanding Assessments |
|  |  |  | CACREP STANDARDS |  |
|  |  |  | CORE STANDARDS |  |
|  |  |  | 5. Helping Relationships—*studies that provide an understanding of the counseling process in a multicultural society, including all of the following:* |  |
| ★ | ★ | ★ | b. counselor characteristics and behaviors that influence helping processes; | Clinical Role Plays; Reflection Journal |
| ★ | ★ | ★ | c. essential interviewing and counseling skills; | Clinical Role Plays |
| ★ | ★ |  | d. 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; | Integrative Theory Discussion & Reflection Paper; Clinical Case Conceptualization Discussions; Conceptual Understanding Assessments |
| ★ | ★ | ★ | e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions; | Integrative Theory Discussion & Reflection Paper; Clinical Case Conceptualization Discussions; Conceptual Understanding Assessments |
| ★ | ★ |  | g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies. | Integrative Theory Discussion & Reflection Paper; Clinical Case Conceptualization Discussions; Conceptual Understanding Assessments |
|  |  |  | SCHOOL COUNSELING |  |
|  |  |  | Foundations |  |
|  |  |  | Counseling, Prevention, and Intervention |  |
|  |  |  | C. Knowledge |  |
|  | ★ |  | 1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students. | Integrative Theory Discussion & Reflection Paper; Clinical Case Conceptualization Discussions; Conceptual Understanding Assessments |
|  | ★ |  | 3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems. | Integrative Theory Discussion & Reflection Paper; Clinical Case Conceptualization Discussions; Conceptual Understanding Assessments |
|  |  |  | CLINICAL MENTAL HEALTH |  |
|  |  |  | Diversity and Advocacy |  |
|  |  |  | E. Knowledge |  |
|  | ★ |  | 3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders. | Integrative Theory Discussion & Reflection Paper; Clinical Case Conceptualization Discussions |
|  |  |  | Assessment |  |
|  |  |  | G. Knowledge |  |
|  | ★ |  | 1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans. | Integrative Theory Discussion & Reflection Paper; Clinical Case Conceptualization Discussions; Clinical Role Play; Conceptual Understanding Assessments |
|  | ★ |  | 2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments. | Integrative Theory Discussion & Reflection Paper; Clinical Case Conceptualization Discussions; Clinical Role Play; Conceptual Understanding Assessments |

**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, clinical skills, 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.

**Required Texts and Resources**

American Psychological Association (2010, 2nd Printing, October 2009 or later). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: American Psychological Association.

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.

Kottler, J. & Montgomery, M. J. (2011). Theories of counseling and therapy: An experiential approach. (2nd ed.). Thousand Oaks, CA: Sage Publications.

Seligman, L. (2009). *Conceptual skills for mental health professionals*. Upper Saddle River, NJ: Pearson Education, Inc.

Other readings and resources as assigned

**Student Performance Grading Scale, Assignments and Guidelines**

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

Assignment Percent of Class Grade Due Date

Reflection Journal 10 Weekly

Conceptual Understanding Assessments 15 Periodically

Clinical Role Plays 35 See Syllabus

Clinical Case Conceptualization Discussions 15 Weekly

Integrative Theory Discussion & Reflection Paper 25 Weekly; Paper due 11/28

**Reflection Journal (Weekly) (10%)**

The purpose of this assignment is to encourage you to reflect critically on your understanding of the main theoretical concepts and pose related comments, questions, or concerns; reflect on your performance as counselor and client and discuss your strength and skill gap areas; and generally reflect on your process of professional counselor development. Write or copy and paste your entries onto the Message field in the corresponding Angel drop box. Please do not upload an attached file.

**Conceptual Understanding Assessments (Periodically) (15%)**

These relatively low-stakes quizzes are designed to help you assimilate and apply your knowledge of counseling theories, philosophies, and counseling interventions. These assessments will apply course readings to clinical scenarios.

**Clinical Role Plays (See Syllabus and Class Schedule) (35%)**

This task is designed to help you apply your developing theoretical knowledge and counseling skills within applied situations. Using a studio approach as well as clinical and reflecting team models, the majority of class time will be allocated to practicing counseling skills and providing immediate feedback.

Students will be assigned roles as counselor and client. **Counselor Role:** Counselors will work independently or in two-person co-therapy teams, requiring each team member to work together both during and out of session to conceptualize the case and develop appropriate therapy direction. Counselors or Co-counselors will be assigned a client at the beginning of the term. **Client Role:** There will be two client family systems role played for the duration of the semester. Each client family system will be comprised of four family members. A total of eight students will role play the four family members. Four students will play the family in one session; four students will role play the same family members in the next session. Each student will play a single character for the duration of the semester. One client family system will present with issues relevant for school counselors. One client family system will present with issues relevant for mental health counselors. Each family will be seen each week for a total of 2 counseling sessions per class and a total of 12 sessions throughout the semester. Students are expected to consult relevant popular and professional literature and media sources to develop a complex client character, detailed history, and to portray the character with genuine engagement and commitment.

Each student will audio tape the first role play session as counselor. **Due two weeks after your first counseling role play,** submit a transcript of 10 minutes. The transcript should be created in a **table format** and formatted into 3 columns: (1) Transcript of session – transcribe word-for-word (including all umms, ahhs, and other forms of communication) and identify who is communicating for each interchange, and (2) Your intentions for your communications – what you were thinking at the time, and (3) Your post-session reflections, thoughts, feelings, observations about your communications and about the counseling process with your client. Your intentions and post-session reflections should be substantive in nature and reflect your processing your development as a professional counselor. Consult fellow classmates or me if you do not know how to format a table.

Co-therapists and client partners will conduct portions of sessions in class while being observed by peer clinical colleagues. Peer colleagues will provide written and verbal peer observation feedback. See Angel for the Clinical Skills Evaluation Rubric. **Print out multiple copies of the feedback form to use throughout the semester**.

Student counselors are expected to articulate **developing** proficiency with their counseling styles and skills, to identify how they relate theories discussed to their own developing counseling theory, and to reflect on areas of strength and growth as counselors. Students are expected to articulate their rationale for their work in session and their conceptualization of the issues being presented and their theory for intervention.

Students’ performances in each role (peer observer, counselor, and client) will be evaluated. Evidence of proficiency include demonstrated ability and skill with openness and ability to be empathic, genuine, and respectful; here-and-now listening; maintain clear and professional therapeutic boundaries; the expression of self in relation to the other; an honest and open self-reflection of one’s strengths and areas for improvement as a counselor; the ability to conceptualize and integrate counseling theories; and the application of feedback from previous sessions.

Overall performance will result in students receiving all, a percentage, or none of the 35 percent weight of this exercise in the overall course. Student performance in this class is key in assessing readiness to move into clinical courses. *Given the vital nature of basic counseling skills in counselor effectiveness and succeeding in future clinical experiences, if a student demonstrates skills below competency on this assessment, the maximum grade the student could earn in the course is a B-.*

Role Play Co-Counseling Teams

Team 1 – Steve Inkin & Elysse Kusse

Team 2 – Mike Morde

Team 3 – Todd Castanza & Amy Levermore

Team 4 – Margaret Cebula & Jessica Kennedy

Team 5 – Cassandra Fleck & Dave Messbauer

Team 6 – Robyn Broomfield & Priscilla Cortez

Team 7 – Monika Alvis & Jessica Hess

Team 8 – Holly Corcoran & Courtney Furness

Client Family Teams

**Mental Health Counseling Family System**

Monika Alvis

Todd Costanza

Cassandra Fleck

Jessica Hess

Steven Inkin

Elysse Kusse

Amy Levermore

David Messbauer

**School Counseling Family System**

Robyn Broomfield

Margaret Cebula

Holly Corcoran

Priscilla Cortes

Courtney Furness

Jessica Kennedy

Michael Morde

**Clinical Case Conceptualization Discussions (Weekly) (15%)**

The purpose of this activity is to demonstrate your basic knowledge and developing critical thinking, analysis, and conceptualization skills applied from the course readings. Note additional readings may be posted on Angel. Each week, on an Angel discussion board, you will contribute to the ongoing clinical case conceptualization discussions addressing key questions related with human development, functioning, wounding, stuckness, change, etc. These theoretical issues will be applied directly to the client role-plays. You will be evaluated on your active, engaged, and substantive involvement in discussions, critical evaluation of the readings, and questions to develop fellow learners’ conceptual understanding. Comments conveying superficial information, opinion, or judgments are valued less than original, critically evaluative, and useful contributions. See the Reflection Evaluation Rubric for evaluation criteria.

**Integrative Theory Discussion and Reflection Paper (Weekly entries; Reflection Paper Due November 28, 2012) (30%)**

It is presumed at this stage of professional development, counselors lack sufficient experience to formulate a clear and defined theory. The purpose of this discussion is to demonstrate your developing skill with theoretical and conceptual thinking, specifically considering an integrative perspective that acknowledges how thoughts, feelings, behaviors, mind, body, and spirit intersect to influence intrapersonal, interpersonal, and systemic experiences. These skills will assist you as you continue refining and developing further your personal counseling theory.

Theoretical frameworks are not developed in isolation. Conversation and feedback is a natural part of the process. Weekly on Angel, you will participate in an ongoing discussion based on guided reflection questions designed to help you develop a theoretical framework.

Your culminating Reflection Paper will integrate your key lessons gleaned across the semester. Document the impact of your personal life on your theoretical framework; your foundational assumptions about human nature, motivation, behavior, the interplay among thoughts, feelings, behaviors, and the influence of context. Identify, describe, and diagram how you believe problems develop or how people get stuck and how people change. Identify theoretical frameworks with which you align and explain your rationale. Propose how you integrate your perspective with these theories and provide a rationale for how they fit or do not fit. Consider your frameworks strengths and weaknesses, its applicability with diverse clients, how you could apply your framework in your intended specialty area (e.g., school, college, mental health settings). Reflect on your personal development and the self-of-the-therapist, consulting your reflection journals and roles played. Provide a next step for yourself identifying how you intend to further develop your theoretical framework and your unanswered questions. **Warning:** This is a project on which you work each week. If you procrastinate, you will struggle in completing this assignment successfully.

**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 and email are the best means to reach me. I only check my office phone once a week. 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 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 prior to the due date 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.

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

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

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

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.

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

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.

**Class Schedule[[1]](#footnote-1)\***

| **Date** | **Readings & Resources** | **Class Agenda** |
| --- | --- | --- |
| 8/29/12 | Course Syllabus and Appendices | Introductions  Setting the Role Plays  Dispositions Self-Assessment due 8/30/12 |
| 9/5/12 | Kottler & Montgomery: Ch. 1  Seligman, Ch. 1  Hutchinson, Ch. 2  Hutchinson Workbook, Ch. 2 | Theoretical Thinking  Beginning the Counseling Process |
| 9/12/12 | Kottler & Montgomery: Ch. 2  Seligman, Ch. 2  Hutchinson, Ch. 3  Hutchinson Workbook, Ch. 3 | Role Play Team 1  Role Play Team 2  Process and Integration |
| 9/19/12 | Kottler & Montgomery: Ch. 3  Seligman, Ch. 3  Hutchinson Workbook, Ch. 4 | Role Play Team 3  Role Play Team 4  Process and Integration |
| 9/26/12 | Kottler & Montgomery: Ch. 4  Seligman, Ch. 4  Hutchinson, Ch. 4  Hutchinson Workbook, Ch. 5 | Role Play Team 5  Role Play Team 6  Process and Integration |
| 10/3/12 | Kottler & Montgomery: Ch. 5  Seligman, Ch. 5  Hutchinson, Ch. 5  Hutchinson Workbook, Ch. 6 | Role Play Team 7  Role Play Team 8  Process and Integration |
| 10/10/12 | Kottler & Montgomery: Ch. 6  Seligman, Ch. 6  Hutchinson, Ch. 7  Hutchinson Workbook, Ch. 7 | Role Play Team 1  Role Play Team 2  Process and Integration |
| 10/17/12 | Kottler & Montgomery: Ch. 7  Seligman, Ch. 7  Hutchinson, Ch. 8  Hutchinson Workbook, Ch. 10 | Role Play Team 3  Role Play Team 4  Process and Integration |
| 10/24/12 | Kottler & Montgomery: Ch. 8  Seligman, Ch. 8  Hutchinson, Ch. 9  Hutchinson Workbook, Ch. 8 | Role Play Team 5  Role Play Team 6  Process and Integration |
| 10/31/12 | Kottler & Montgomery: Ch. 9  Seligman, Ch. 9  Hutchinson, Ch. 10  Hutchinson Workbook, Ch. 11 | Role Play Team 7  Role Play Team 8  Process and Integration |
| 11/7/12 | Kottler & Montgomery: Ch. 10  Seligman, Ch. 10  Hutchinson, Ch. 11 | Role Play Team 1  Role Play Team 2  Process and Integration |
| 11/14/12 | Kottler & Montgomery: Ch. 11  Hutchinson Workbook, Ch. 12 | Role Play Team 3  Role Play Team 4  Process and Integration |
| 11/21/12 | No Class | Happy Thanksgiving |
| 11/28/12 | Kottler & Montgomery: Ch. 12 | Role Play Team 5  Role Play Team 6  Process and Integration  Integrative Theory Reflection Paper due |
| 12/5/12 |  | Role Play Team 7  Role Play Team 8  Dispositions Self-Assessment due 12/4/12  Course Wrap Up & Pot Luck!! |

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