

Subject Description Form

Subject Code	APSS5625																	
Subject Title	Mindfulness in Counselling																	
Credit Value	3																	
Level	5																	
Pre-requisite / Co-requisite/ Exclusion	Nil																	
Assessment Methods	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>100% Continuous Assessment</th> <th>Individual Assessment</th> <th>Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Class attendance and participation</td> <td>10%</td> <td>--</td> </tr> <tr> <td>2. Journal reflections</td> <td>20%</td> <td>--</td> </tr> <tr> <td>3. Seminar presentation</td> <td>--</td> <td>30%</td> </tr> <tr> <td>4. Clinical paper</td> <td>40%</td> <td>--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class attendance and participation	10%	--	2. Journal reflections	20%	--	3. Seminar presentation	--	30%	4. Clinical paper	40%	--
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<ul style="list-style-type: none"> • The grade is calculated according to the percentage assigned; • The completion and submission of all component assignments are required for passing the subject; and • Student must pass the specific component(s) (standard of passing) if he/she is to pass the subject. 																		
Objectives	<p>This subject will provide students with both an intellectual understanding of the nature of mindfulness with its philosophical underpinnings, its history in major spiritual practices and its recent emergence as a therapeutic tool adapted to the field of counselling and psychotherapy. Students will also be given ample opportunity to develop a regular mindfulness practice to experience first hand the benefits and the challenges of integrating mindfulness in their daily life. The subject will also explore and examine how mindfulness-based interventions have been successfully applied to a range of different psychological disorders such as trauma, anxiety disorders, depression, insomnia, ADHD, etc.. Students will thus learn the benefits of mindfulness as a tool for self-care as well as a valuable clinical tool in the treatment of various disorders.</p>																	
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. describe the historical and philosophical underpinnings of mindfulness; b. explain how mindfulness has evolved into a valid treatment modality for psychological disorders; c. demonstrate an ability to adopt a mindfulness practice of their own and reflect on the benefits as well as the challenges of implementing mindfulness in a daily practice; d. describe major contemporary theoretical and intervention issues using mindfulness-based intervention; and e. demonstrate the ability to apply a mindfulness-based approach in the treatment of specific client difficulties in clinical practice. 																	

Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Foundations of mindfulness: historical and philosophical underpinnings of current mindfulness based treatment modalities. 2. Evidence-based use of mindfulness-based clinical practices in the treatment of psychological and/or emotional difficulties. 3. Major theories explaining the mechanisms involved in mindfulness interventions. 4. Benefits and challenges of implementing a mindfulness-based practice. 																																													
Teaching/Learning Methodology	<p>Historical, philosophical and evidence-based materials will be presented through lectures. Experiential learning will be used to ensure that students have a personal experience in implementing a mindfulness practice in their own lives. Through participation in learning and practicing mindfulness exercises during class and in home practice, students are expected to develop practice knowledge about the mind-body connection and stress reactivity, skills for awareness and sensitivity in clinical practice and self-care for helping professionals. In addition to theories and techniques in mindfulness-based intervention, specific adaptation to clinical populations will be highlighted during the lectures.</p>																																													
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="432 909 1461 1384"> <thead> <tr> <th data-bbox="432 909 791 1077" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="791 909 959 1077" rowspan="2">% weighting</th> <th colspan="5" data-bbox="959 909 1461 1010">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="959 1010 1027 1077">a</th> <th data-bbox="1027 1010 1139 1077">b</th> <th data-bbox="1139 1010 1251 1077">c</th> <th data-bbox="1251 1010 1362 1077">d</th> <th data-bbox="1362 1010 1461 1077">e</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 1077 791 1178">1. Class attendance and participation</td> <td data-bbox="791 1077 959 1178">10%</td> <td data-bbox="959 1077 1027 1178">✓</td> <td data-bbox="1027 1077 1139 1178">✓</td> <td data-bbox="1139 1077 1251 1178">✓</td> <td data-bbox="1251 1077 1362 1178">✓</td> <td data-bbox="1362 1077 1461 1178">✓</td> </tr> <tr> <td data-bbox="432 1178 791 1245">2. Journal Reflections</td> <td data-bbox="791 1178 959 1245">20%</td> <td data-bbox="959 1178 1027 1245"></td> <td data-bbox="1027 1178 1139 1245"></td> <td data-bbox="1139 1178 1251 1245">✓</td> <td data-bbox="1251 1178 1362 1245"></td> <td data-bbox="1362 1178 1461 1245"></td> </tr> <tr> <td data-bbox="432 1245 791 1312">3. Seminar presentation</td> <td data-bbox="791 1245 959 1312">30%</td> <td data-bbox="959 1245 1027 1312">✓</td> <td data-bbox="1027 1245 1139 1312">✓</td> <td data-bbox="1139 1245 1251 1312"></td> <td data-bbox="1251 1245 1362 1312">✓</td> <td data-bbox="1362 1245 1461 1312">✓</td> </tr> <tr> <td data-bbox="432 1312 791 1384">4. Term Paper</td> <td data-bbox="791 1312 959 1384">40%</td> <td data-bbox="959 1312 1027 1384">✓</td> <td data-bbox="1027 1312 1139 1384">✓</td> <td data-bbox="1139 1312 1251 1384">✓</td> <td data-bbox="1251 1312 1362 1384">✓</td> <td data-bbox="1362 1312 1461 1384">✓</td> </tr> </tbody> </table> <p data-bbox="432 1435 1479 1503">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> <li data-bbox="432 1514 1479 1727">1. <u>Class attendance and participation (10%):</u> The topic of mindfulness requires as much experiential learning as possible. As such, participation is a crucial element in students' learning. It is hoped that the allocation of 10% for attendance and active participation in classroom activities will ensure a greater level of student engagement. <li data-bbox="432 1760 1479 2074">2. <u>Personal reflections (20%):</u> Students must develop a regular self-reflection and awareness practice to fully experience the benefits and also the challenges and resistance that may emerge as one implements a regular mindfulness practice in one's life. It is crucial that students have an experiential understanding of what mindfulness is like, what impact it has on them and also what difficulties they have in committing and persisting with a regular mindfulness practice. This ensures an "insider's" view of mindfulness and not just an academic and intellectual analysis and theoretical 						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Class attendance and participation	10%	✓	✓	✓	✓	✓	2. Journal Reflections	20%			✓			3. Seminar presentation	30%	✓	✓		✓	✓	4. Term Paper	40%	✓	✓	✓	✓	✓
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	<p>understanding. Students will be required to make regular entries into a mindfulness journal so they can monitor and report back on their own progress in applying a daily mindfulness practice.</p> <p>A final personal reflection should include a summary of what students have learned about practicing mindfulness. Students must reflect on how mindfulness has impacted them in a personal way as well as how the regular experience of a mindfulness practice has allowed them to better understand the nature of mindfulness and the challenges encountered in its application. Students can consider the following questions: What did you learn about yourself, as a person and as a counselor trainee? After mindfulness practice, what did you notice about your patterns in stress reactivity? What about your relationships with others? What is the implication for clinical practice? What are your experiences and observations around resistance and negativity that may emerge in having a regular mindfulness practice.</p> <p>3. <u>Seminar Presentation (30%)</u>:</p> <p>Students will work in small groups of 2 or 3 to demonstrate how they would apply a specific mindfulness program to the treatment of a specific target group. They are expected to demonstrate some good understanding of the concepts and theories and then illustrate how mindfulness can be used in a practical sense to work with specific target populations.</p> <p>4. <u>Final Term paper (40%)</u>:</p> <p>Students must demonstrate with more detail in written form how they would apply mindfulness with a specific clinical population. The paper should first expound the students intellectual and academic understanding of the theory and concepts related to mindfulness. Secondly, students must be able to choose a specific target group (e.g. depression, young children, parents with problems in handling difficult child behaviors) and discuss the application of mindfulness-based intervention in clinical practice. This paper should cover the models and skills to be used for the particular target group.</p> <p>Please note that plagiarism is a serious academic misconduct. All papers should be properly referenced using APA style citation.</p>	
<p>Student Study Effort Expected</p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> • Lecture 	<p>31 Hrs.</p>
	<ul style="list-style-type: none"> • Seminar 	<p>8 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> • Contact hour 	<p>5 Hrs.</p>
	<ul style="list-style-type: none"> • Self-Study 	<p>90 Hrs.</p>
	<p>Total student study effort</p>	<p>134 Hrs.</p>
<p>Reading List and References</p>	<p><u>Essential</u></p> <p>Kabat-Zinn, J. (2013). <i>Full catastrophe living: Using the wisdom of your body and your mind</i></p>	

to face stress, pain and illness(revised ed.). New York, NY: Delta.

Segal, Z. V., Williams, J. M. G., and Teasdale, J. D. (2013). *Mindfulness-Based Cognitive Therapy for Depression (2nd ed.)*. New York: Guilford.

Supplementary

General reference for mindfulness-based intervention

Chaskalson, M. (2014). *Mindfulness in eight weeks: the revolutionary eight-week plan to clear your mind and calm your life*. London: Harper Thorsons.

Herbert, J.D. and Forma, E.M. (2011). *Acceptance and mindfulness in cognitive behavior therapy: understanding and applying the new therapies*. Hoboken, NJ: John Wiley & Sons.

McCown, D., Reibel, D. Micozzi, M.S. (2010). *Teaching mindfulness: a practical guide for clinicians and educators*. New York; London: Springer Science.

Santorelli, S. (1999). *Heal thy self*. New York, NY: Random House.

Mindfulness and psychotherapy

Baer, R.A. (ed.) (2006). *Mindfulness-based treatment approaches: Clinician's guide to evidence base and applications*. San Diego, CA: Academic Press.

Bien, T. (2006). *The healing art of true presence and deep listening*. Somerville: Wisdom Publications.

Didonna, F. (ed) (2009). *Clinical Handbook of Mindfulness*. New York, NY: Springer.

Gehart, D. R. (2012). *Mindfulness and acceptance in couple and family therapy*. New York, NY: Springer.

Germer, C.K., Siegel, R.D., Fulton, P.R. (ed.) (2013). *Mindfulness and psychotherapy (Second ed.)*. New York, NY: Guilford Press.

Germer, C. K. & Siegel, R. D. (2012). *Wisdom and compassion in psychotherapy: Deepening mindfulness in clinical practice*. New York, NY: Guilford.

Gilbert, P., Choden. (2014). *Mindful compassion: How the science of compassion can help you understand your emotions, live in the present, and connect deeply with others*. Oakland, CA: New Harbinger.

Kabat-Zinn, J., Williams, M. (eds) (2013). *Mindfulness: Diverse perspectives on its meaning, origins and applications*. New York, NY: Routledge.

Mindfulness for parents and children

Bogels, S., Restifo, K. (2015). *Mindful Parenting: A guide for mental health practitioners*. New York, NY: W.W. Norton.

Greenland, S.K. (2009). *The Mindful Child: How to help your kid manage stress and become happier, kinder, and more compassionate*. New York, NY: Simon and Schuster.

Saltzman, A. (2014). *A still quiet place: A mindfulness program for teaching children and adolescents to ease stress and difficult emotions*. Oakland, CA: New Harbinger.

Willard, C., & Saltzman, A. (Eds.) (2015). *Teaching mindfulness skills to kids and teens*. New York, NY: Guilford.

Mindfulness for other specific target groups

<p>Bowen, S., Chawla, N., Marlatt, G.A. (2011). <i>Mindfulness-based relapse prevention for addictive behaviors: A clinician's guide</i>. New York, NY: Guildford Press.</p> <p>Bruch, V., & Penman, D. (2013). <i>Mindfulness for health: a practical guide to relieving pain, reducing stress and restoring wellbeing</i>. London, England: Piatkus.</p> <p>Gardner-Nix, J. (2009). <i>The Mindfulness solution to pain: Step-by-step techniques for chronic pain management</i>. Oakland, CA: New Harbinger.</p> <p>Williams, M., Penman, D. (2011). <i>Mindfulness: A practical guide to finding peace in a frantic world</i>. London, England: Piatkus.</p>
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