





**Florida Atlantic University**  
**School of Social Work SOW 6848-001 CRN: 16257**  
Mindfulness and Social Work Practice

Semester: Fall 2016	Classroom: SO111
Start/End Date:	Class Times: 9:00 am – 11:50 AM
Instructor: E. Gail Horton, Ph.D., LCSW	Office Hours: Wednesday before and after class and by appointment
Phone: 561-251-4704	Office Location: SO 311
Email: ehorton2@fau.edu	Web: <a href="http://www.fau.edu/ssw">www.fau.edu/ssw</a>
Blackboard: <a href="http://blackboard.fau.edu">http://blackboard.fau.edu</a>	3 course credits

**PLEASE NOTE THAT ATTENDENCE AT THE FIRST DAY OF CLASS IS REQUIRED. THERE ARE NO EXCEPTIONS. YOU WILL BE ASKED TO DROP THE COURSE IF YOU MISS THE FIRST DAY OF CLASS.**

**MSW PROGRAM MISSION**

The mission of our MSW program is to educate competent and compassionate social workers for advanced clinical social work practice with children, adolescents, adults, elders, couples, families, and groups. Our graduates possess critical thinking skills and engage in evidence-based clinical practice, with a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

**COURSE DESCRIPTION**

This course is secular, providing students an opportunity to incorporate mindfulness practice into their personal and professional lives regardless of their and their clients' personal belief systems. Over the semester students will learn practices that enhance their ability to experience more balanced, stable and peaceful lives. They will transfer this knowledge into their social work practice with individuals and/or groups. Students will learn the theoretical foundations as well as the practical elements of mindfulness including sitting and moving meditations. They will develop knowledge and competencies through a combination of required readings, extensive class discussion, and in-class reflective and experiential exercises, documentaries, experiential exercises, and daily journaling. In addition, they will be expected to commit to a daily practice and journaling regimen for the duration of the course.

**RELATION TO THE EDUCATIONAL PROGRAM**

SOW 6930 is an elective course in the MSW program. This course introduces the student to the theoretical foundations as well as central practice elements of mindfulness. It utilizes content from the HBSE sequence to establish the dual perspective of the client in interaction with his or her environment, which defines the context for change on a micro, mezzo, and macro level. Professional writing and interviewing skills introduced in their required practice classes will be applied to simulations and assignments selected to help prepare students for use of mindfulness techniques in professional practice with diverse mental health issues. This course is also supportive of the research sequence in the orderly development of data for considering mindfulness as a potential intervention for working with individuals, contracting with individuals for the attainment of specific and measurable goals, and for assessing the effectiveness of worker interventions. This course also rests heavily on the policy sequence for its focus on structure and service delivery, and for introducing the student to policy issues which support social and economic justice. This course's content is especially applicable to the field work sequence by providing the student with knowledge, values, and skills required to assist themselves and their clients in effective social functioning supported by self-awareness. Finally, the basic practice competencies achieved in this course will prepare students for their field internship.



**COMPETENCIES AND PRACTICE OBJECTIVES**

The [Council on Social Work Education's](#) Educational Policy and Accreditation Standards (2008) identify 10 core competencies for social work programs. The following educational objectives draw from these 10 core competencies and identify specific educational objectives for this course that relate to these competencies (each course covers some, but not necessarily all of the 10 core competencies). Upon successful completion of this course, students will be able to demonstrate these practice behaviors.

- PB 1b: practice personal reflection and self-correction to assure continual professional development
- PB 1c: attend to professional roles and boundaries
- PB 2a: recognize and manage personal values in a way that allows professional values to guide practice
- PB 3a: distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- PB 3c: demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
- PB 4b: gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- PB 6b: use research evidence to inform practice
- PB 10a1: substantively and effectively prepare for action with individuals, families, groups, organizations, and communities
- PB10a2: use empathy and other interpersonal skills
- PB10b4: select appropriate intervention strategies

**TEACHING METHODOLOGY**

The course objectives shall be accomplished through the instructor's provision of a stimulating schedule of readings, lectures, videos, group discussions, reflection papers, and daily journaling. The course assignments are designed to help you integrate mindfulness theory, values, and skills through the processes of reflection, self-awareness, and professional growth. The instructor will endeavor to maintain a safe and respectful environment in the classroom. The instructor will employ an organic approach to the teaching of this course, emphasizing experiential as well as cognitive understandings of the course content (e.g., discussing, observing, practicing, and reflecting on social work skills as used in various practice situations).

**COURSE ASSIGNMENTS AND GRADING**

The grading scale for this course is as follows:

93 – 100% = A	73 – 76% = C
90 – 92% = A-	70 – 72% = C-
87 – 89% = B+	67 – 69% = D+
83 – 86% = B	63 – 66% = D
80 – 82% = B-	60 – 62% = D-
77 – 79% = C+	0 – 59% = F

Given that this is a "practice" course, the course assignments are designed to prepare students for practice. Assignments are based on application and demonstration of social work skills and strategies for generalist practice with individuals, including engagement, assessment, planning, intervention, and evaluation of practice.

***Assignment Weighting***

- Intervention paper and presentation (group) 30%
- Client intervention paper (individual) 30%
- Reflection paper 1 10%
- Reflection paper 2 10%

• Reflection paper 3	10%
• Homework	<u>10%</u>
<b>Total</b>	<b>100%</b>

**Assignments**

• **Intervention Paper and Presentation:**

Students will form into groups of two or three individuals. Each group will choose one of the evidence-based interventions listed below that incorporates mindfulness theory and techniques to address a mental health issue. They will write a paper of no more than 6 double-spaced pages (using APA formatting) that describes the intervention, provides a brief history of its development, presents the literature concerning its use with the population of interest and, if possible, discusses its benefits/deficiencies in relation to other interventions. Lastly, the group will develop a Power Point presentation of their findings to the class in a presentation lasting no longer than 15 minutes. Possible interventions include:

- Mindfulness Based Stress Reduction
- Dialectical Behavior Therapy
- Radically Open Dialectical Behavior Therapy
- Mindfulness Based Cognitive Therapy
- Acceptance and Commitment Therapy
- Acceptance Based Behavioral Therapy
- Mindfulness and Acceptance Based Group Therapy
- Mindfulness Based Relapse Prevention

Students MUST sign up for the intervention they want; there will be no duplications. Evaluation of the paper will be based on the clarity, comprehensiveness and organization of its content. Evaluation of the presentation will be based on a rubric that is available on Blackboard

• **Client intervention paper**

After choosing one or more tools for teaching mindfulness skills from Section III of their Mindfulness Skills Workbook, students will practice teaching mindfulness skills to at least one client from their internships. They will then write a 3- to 4-page paper concerning their experience with the client. Each paper should contain the following information:

- Introduction: Which tool(s) did you choose? Why did you choose those tools for that particular client?
- How did the client respond to the idea of meditation?
- How did you feel about presenting the meditation tool to the client?
- How did the client respond to the particular technique(s) you taught them?
- What went right?
- What went wrong?
- Would you use this intervention again? Why? Why not?
- Conclusion: summarize your experience briefly

Evaluation of the paper will be based on the clarity, comprehensiveness and organization of its content.

• **Reflection Paper 1: Exploring your true intentions**

This paper should be no longer than 1 page. This sentence completion exercise will help you begin to get in touch with your true intentions concerning this course. Please complete the following sentences briefly but thoughtfully. Be as honest as possible when completing the sentences; your answers are confidential and there are no wrong answers.

- I want to learn about mindfulness because . . . .
- I am hoping that mindfulness will give me . . . .

- Mindfulness is . . . .
- If I am more mindful, then I will . . . .
- The real reason I want to practice mindfulness are . . . .
- If I practice mindfulness, it will make me feel . . . .

● **Reflection Paper 2: Silent Retreat.**

The notion of slowing down, being quiet, and doing “nothing” are both rare and foreign in the West and particularly in North America. In fact, being human seems to be synonymous with being productive and busy, suggesting that we are more human “do-ing’s” than human “be-ings”. For this assignment, students will be invited to do a one morning silent retreat at Spanish River Park in Boca Raton. If it is not possible to meet at the park for some reason (cleared by the instructor BEFORE the retreat) students may retreat in a place of their choice (preferably outdoors - FAU green areas, park, the beach). Professor will provide instructions to students to structure and guide this unique experience.

The reflection paper should include an introduction that is written as a homework the evening **BEFORE** the retreat. This introduction should include your thoughts on what you anticipate the experience to be. This may include any preconceived notions, ideas, or thoughts. **AFTER** the retreat, students are to write an in class reflection and review summary on the actual experience which can include but is not limited to what you liked, what you did not like, what you found easy, what you found difficult, frustrating, or successful, or surprising. Students should conclude the reflection by comparing and contrasting their preconceived notions before the retreat evening and their actual experience. Students will then share their experience in class.

Evaluation will be based on attendance and participation at the retreat, the ability to reflect on the full range of your experience and conclude with a summary of learnings. Written skills are graded based on clarity, comprehensiveness and organization of content.

● **Reflection Paper 3: What have I learned?**

This paper should be no longer than 2 pages. This sentence completion exercise will help you begin to get in touch with what you have learned in this course and how you may use this knowledge and experience in your personal and professional life. Please complete each sentence briefly but thoughtfully. Be as honest as possible when completing the sentences; **your answers are confidential and there are no wrong answers.**

- My ideas about what mindfulness is, how it works, and what it can do have changed since the beginning of the class in the following ways . . . .
- I am hoping that mindfulness . . . .
- If I am mindful in my personal life, then . . . .
- If I am mindful in my professional life, then . . . .
- If I practice mindfulness, it will make me feel . . . .
- Concerning the class itself:
  1. How did you like this class?
  2. What was your favorite activity/discussion?
  3. What was your least favorite?

4. Any suggestions for future classes?
5. What did you learn from this class that you will use 10 years from now?
6. Any additional ideas/thoughts

- **Homework**

Homework is not meant to force students into practicing meditation or to stir up anxiety about providing “perfect” homework. It is meant to support their development of a daily meditation practice that will support decreased reactivity to stress and increased balance and peace in their lives. These benefits can be maximized and appreciated only through the intentional initiation and maintenance of daily experience of meditative practices. Therefore the homework assignment consists of the following elements:

- Daily meditation. Students will commit to a **minimum** of 15 minutes of daily meditation in some form (body scan, sitting, walking, yoga, tai chi, contemplative prayer, etc.).
- Creation of a meditation space.
  - Students will set aside a space of some sort for their daily meditation. Ideas for how to create a space for meditation will be provided in class.
- Daily journaling.
  - Students will obtain a journal of their choice and write their thoughts and reflections on mindfulness tasks provided in class or on their experience of their meditation at least once a day. These daily entries should include reflections on
    - How is the meditation practice going, and
    - What have they learned about themselves or others when mindfully engaged in daily activities at home and/or with clients.

The Instructor will collect the journals after students’ oral presentation and return to the students them on the last day of class. All information in the journals is strictly confidential.
- Informal In-class Oral Presentation.
  - Students will provide a brief show and tell about their meditation space. This will include an introduction, a photo or drawing of the practice space, and a brief discussion of your experience of setting the space up and using it for meditation (problems; likes/dislikes; expectations; frustrations; surprises; discoveries).
  - Students will present a brief summary of their experiences of learning about and practicing mindfulness and discuss plans continuing with your practice.
- Assorted exercises.
  - These exercises will be assigned in class. They include such activities as Daily Pleasant/Unpleasant Events Calendars, Difficult Communications Calendar, Nine-Dots exercise, and others deemed useful by the Instructor. Students may or may not choose to discuss their experiences with the exercises in their journals; however, they should be prepared to participate in class discussions about them.

**REQUIRED TEXTS**

Burdick, D. (2013). *Mindfulness skills workbook for clinicians and clients: 111 tools, techniques, activities & worksheets*. Eau Claire, WI: PESI Publishing and Media.

Hanson, R. & Mendius, R. (2009). *The practical neuroscience of Buddha’s brain: Happiness, love and wisdom*. Oakland, CA.: New Harbinger Publications, Inc.

Salzberg, S. (2008). *The kindness handbook*. Boulder, CO: Sounds True.

Schmidt, B. (2014). *The practice: Simple tools for managing stress, finding inner peace, and uncovering happiness*. Deerfield Beach, FL: Health Communications, Inc.

Siegel, D. (2010). *The mindful therapist: A clinician’s guide to mindsight and neural integration*. New York, NY: W. W. Norton & Co.



**There may also be daily readings of articles that will be assigned by the instructor.**

The textbooks are available in the FAU bookstore and at various on line sites. Other course readings may be distributed in class. Also, please visit the **Blackboard Web site** for this course at <http://blackboard.fau.edu> for additional information. IMPORTANT: Blackboard uses the email addresses assigned to you by FAU – unless you plan to pick up email from the FAU account, you need to forward your email to the email address that you generally use. Log onto MyFAU (<http://myfau.fau.edu>) and forward your email to the email address that you want all Blackboard and other FAU email directed to... and if your email address changes, remember to change the forwarding in MyFAU. If you are experiencing problems logging onto MyFAU or Blackboard, you can contact the helpdesk at 561.297.3999.

### **CLASSROOM CODE**

The social work program at FAU has a responsibility to the public and to the profession to graduate professional social workers that are, at a minimum, competent to practice at a beginning level. The School of Social Work is also mandated by CSWE to foster and evaluate student professional development. To that end, instructors must provide clear expectations concerning what is professional and unprofessional behavior, as well as provide feedback to students throughout the course. The three most common problem areas that this instructor has seen are in the areas of class tardiness, disrespect to instructor and fellow students, and unsatisfactory writing skills.

It is rude and disruptive to be late to class or to return late after the break. The class time is posted and published well in advance of the first day of class. It is entirely the student's responsibility to arrange their lives in such a manner that allows them to be on time to class every session. It is understandable that there are occasional emergencies or unavoidable life events, but it is a mark of lack of professionalism to be late to class more than very occasionally. It is never acceptable to be late on a regular basis (e.g., because one's work schedule conflicts with class). Call or email the instructor if you know that you are going to be late to make sure that you will not be too disruptive to that class's planned events.

It is disrespectful to engage in conversation during class. One should not interrupt the flow of the instructor's lecture. Likewise, one should listen respectfully to fellow students without making disparaging comments. It is important that everyone feel safe enough to express his or her views. It is a hallmark of professional social work that we embrace diversity in our clients and our peers.

The MSW program expects each student to exhibit a certain level of mastery as concerns written communications. It also expects each student to constantly seek to improve his or her skills in the interest of professionalism. Accordingly, all written assignments should be turned in with an absolute minimum of errors in spelling, grammar, syntax, etc. While this is not an English class, the overall readability of a paper affects how that paper will be understood and graded.

All written work should be typed or word-processed to maximize readability. Use a dictionary or "spell check" to ensure against error. As social work practice involves the extensive use of writing skills, this strictness on the instructor's part is another way to ensure students will be able to present their views in a professional manner.

It is expected that all assignments will be turned in on time as outlined in the class schedule below. Late assignments will not be accepted except in very extenuating circumstances (e.g., a documented family emergency or a serious medical illness documented with a physician's note).

### **Class Attendance and Punctuality:**

Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Given the Council on Social Work Education's requirements for professional behavior, **attendance for all classes is required**. Two unexcused or excused absences, excessive tardiness, or patterns of leaving early may result in a significant reduction of the final grade or failure. Students may be asked to present a written excuse from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, even with excused absences, the student may be required to



withdraw or retake the class. **Students are expected to arrive promptly, return on time from breaks, and be ready to work and to stay for the entire class or until excused by the instructor.**

### **Class Participation**

A crucial component of professional social work education relates to an understanding of and adherence to the values of the social work profession and the Code of Ethics of the National Association of Social Workers. Active participation in classroom settings facilitates clarification and understanding of these values and ethics, as well as your comprehension of the materials the class covers. Since this class is to a great extent experiential, participation in meditation and class discussion is absolutely essential. A student who is not willing to participate actively in classroom and homework activities should not take this course. The effect of class participation on grades will be determined by the instructor.

### **Communicating Professionally via Email:**

Students are expected to behave and act in a professionally at all times. Therefore, it is expected that students write in a professional manner as well. All emails **are required** to have the following components if they are to be read by the instructor: 1) a clear and specific subject identifying yourself and the reason for the email; 2) within the text of the email address the instructor as “Dear Dr. \_\_\_\_\_” or “Dear Professor \_\_\_\_\_”; 3) write a clear message using a professional vocabulary, clearly identifying and explaining the purpose of the email; 4) finish the email in a professional way using “Sincerely” or similar wording; and 5) always write your name and last name below the expression used in # 4.

### **PROFESSIONAL EXPECTATIONS OF STUDENT BEHAVIOR**

The Florida Atlantic University School of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The School of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability:** *Attend class, arrive on time, and return from break in a timely manner.*
  - Participate in group activities and assignments at a comparable level to peers.
  - Complete work in a timely fashion and according to directions provided.
  - Come to class prepared, with readings and other homework completed.
  
2. **Respect:** *Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.*
  - Listen while others are speaking.
  - Give feedback to peers in a constructive manner.
  - Approach conflict with peers or instructors in a cooperative manner.
  - Use positive and nonjudgmental language.
  
3. **Confidentiality:** *Treat any personal information that you hear about a peer or an instructor as strictly confidential.*
  - Maintain any information shared in class, dyads or smaller groups within that unit.
  - Use judgment in self-disclosing information of a very personal nature in the classroom. Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.
  - Never use names of clients or disclose other identifying information in the classroom.
  
4. **Competence:** *Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.*
  - Come to class with books, handouts, syllabus, and pens.
  - Seek out appropriate support when having difficulties to ensure success in completing course requirements.
  - Take responsibility for the quality of completed tests and assignment.
  - Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.

5. **Integrity:** *Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.*
  - Commit yourself to learning the rules of citing other’s work properly.
  - Do your own work and take credit only for your own work.
  - Acknowledge areas where improvement is needed.
  - Accept and benefit from constructive feedback.
  - Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.
  
6. **Diversity:** *Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.*
  - Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.
  - Exhibit a willingness to serve diverse groups of persons.
  - Demonstrate an understanding of how values and culture interact.
  
7. **Communication:** *Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.*
  - Demonstrate assertive communication with peers and instructors.
  - Practice positive, constructive, respectful and professional communications skills with peers and instructor (body language, empathy, listening).
  
8. **Social Justice:** *Strive to deepen your commitment to social justice for all populations at risk.*
  - Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.
  - Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

### **ACADEMIC IRREGULARITIES, ACADEMIC POLICIES AND REGULATIONS:**

*According to FAU policies, the following constitute Academic Irregularities:*

1. The use of materials and devices such as notes, books, calculators, etc., while taking an examination, unless specifically authorized by the instructor; or assistance from or to other persons while taking an examination unless specifically authorized by the instructor acts defined as “cheating”.
2. The presentation of words or ideas from any other source as one’s own is an act defined as plagiarism.
3. The unauthorized obtaining, distributing, or receiving of materials which is, or is purported to be an examination, or part of an examination, without the expressed consent of the instructor.
4. Taking an examination for another person or having another person take an examination, and presenting, or having same presented as one’s own exam.
5. Other activities that interfere with the academic mission of the classroom.
6. Submission of the same, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.

*For the Academic Policies and Regulations in the Undergraduate Catalog see <http://www.fau.edu/ug-cat/welcome.htm>. (Consult the Graduate Catalogue). This web site contains information on grading, incomplete grades, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).*

### **SOCIAL MEDIA POLICY**

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g., Facebook, Twitter, etc.) and other forms of electronic communication (e.g., blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, future employers, and others. Social work students are expected to make every effort to minimize material that could be considered inappropriate for a professional social worker in training. Because of this, social work students should manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students should consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including **any** information that might lead to the identification of a client or compromise client confidentiality in **any** way. Additionally, students should critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the FAU School of Social Work and the NASW Code of Ethics. Social work students should consider that they will be representing professional social work practice as well as the FAU School of Social Work while in the classroom, the university community, and the broader area communities.

To maintain appropriate professional boundaries, social work students should avoid "friending" clients, that is, allowing clients to connect with your personal Facebook, Twitter, or other personal social media accounts. As a student, you should also maintain professional boundaries with professors, field educators, and other professionals at your field agencies.

### **POLICY on INCOMPLETES**

A student who is passing a course with an average of "C" or better, but who has not completed all the required work due to circumstances beyond one's control, may receive a grade of "I" (Incomplete) with the approval of the Instructor. The student must initiate the process. Such an extension will require a written contract between the individual Instructor and the student. Incompletes will rarely be given after a student has already missed course deadlines. It is recommended that every effort be made to complete course work on time, except in the most serious of circumstances.

### **COURSE AND INSTRUCTOR EVALUATION**

Students will have an opportunity to evaluate the instructor at the end of the semester.

### **PREPARATION FOR THE COURSE**

**Before first day of class students need to:**

1. Read: Schmidt, B. (2014). *The practice: Simple tools for managing stress, finding inner peace, and uncovering happiness*. Deerfield Beach, FL: Health Communications, Inc., pp. 1-196. PLEASE DO NOT PANIC; THIS IS A BOOK THAT IS A VERY EASY READ BUT THAT HAS FOUNDATIONAL MATERIAL THAT WILL BE USEFUL FOR THE REMAINDER OF THE COURSE.
2. Buy personal notebook, notepad, or similar journal.
3. Start thinking about creating your own meditation space – buy cushion, pillow, mat, decorate your space with relaxing, soothing pictures, colors, candles, scents, etc – be creative and encourage yourself to meditate by creating a welcoming and peaceful environment for you. You deserve it!!

### **COURSE OUTLINE AND READING ASSIGNMENTS:**

The following outline and readings may change as the course progresses, given student interests and needs. Please read the required readings prior to the class when we will be discussing them.



Class	Topics/activities	Readings/homework	Comps
08/24	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• <b>Reflection Paper 1 (in class)</b></li> <li>• Discussion: <ul style="list-style-type: none"> <li>○ What is mindfulness and why do we care?</li> <li>○ Mindful breathing</li> </ul> </li> <li>• Experience <ul style="list-style-type: none"> <li>○ Loving Kindness Meditation (Salzberg, pp. 1-31)</li> <li>○ Mindful eating</li> </ul> </li> </ul>	<p><b>Readings:</b> Schmidt, pp. 1-196</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>○ Meditation space (Burdick, p. 57)</li> <li>○ Loving Kindness Meditation</li> <li>○ Journaling (Understanding mindfulness; Burdick, p. 20)</li> <li>○ View: Jenni Sigel <a href="https://www.youtube.com/watch?v=9m5Ek34BROE&amp;feature=youtu.be">https://www.youtube.com/watch?v=9m5Ek34BROE&amp;feature=youtu.be</a></li> </ul>	1b, 2a, 3c 4b 10a1
08/31	<ul style="list-style-type: none"> <li>• Meditation</li> <li>• Check-in</li> <li>• Lecture: Neurobiology of mindfulness</li> </ul>	<p><b>Readings:</b> Burdick Ch. 1-4 Hanson &amp; Mendius Ch. 1-7 Siegel Introduction and Ch 1</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>○ Loving Kindness meditations</li> <li>○ Journaling (Fear; Burdick p. 35)</li> <li>○ Nine Dot exercise</li> </ul>	1b, 2a, 3a, 4b, 10a1
09/07	<ul style="list-style-type: none"> <li>• Meditation</li> <li>• Check-in</li> <li>• Discussion: <ul style="list-style-type: none"> <li>○ Neural Integration</li> <li>○ Presence and Attunement</li> </ul> </li> <li>• Experience <ul style="list-style-type: none"> <li>○ Loving kindness (Salzberg, p. 33-34)</li> <li>○ Refuges (Buddha's Brain, p. 95)</li> </ul> </li> </ul>	<p><b>Readings:</b> Burdick Ch 5-8 Hanson &amp; Mendius Ch. 8-10 Siegel Ch. 2</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>○ Loving Kindness meditations</li> <li>○ Journaling (Objections; Burdick p. 67)</li> </ul>	1b, 2a, 4b, 10a1, 10a2
09/14	<ul style="list-style-type: none"> <li>• Meditation</li> <li>• Check-in</li> <li>• Discussion <ul style="list-style-type: none"> <li>○ Resonance</li> <li>○ Self-compassion (Scale, Salzberg, pp.47-52)</li> </ul> </li> <li>• Experience <ul style="list-style-type: none"> <li>○ Self-compassion (Salzberg, p. 41-44 and pp. 53-55)</li> <li>○ Loving kindness meditation</li> <li>○ Outdoor meditation (Burdick, p. 93)</li> </ul> </li> </ul>	<p><b>Readings:</b> Burdick Ch 9-16 Hanson &amp; Mendius Ch. 11-13 Siegel Ch. 3</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>○ Sitting meditation</li> <li>○ Journaling (Breathing; Burdick, p. 89)</li> <li>○ Pleasant Events Calendar</li> </ul>	1b, 2a, 4b, 10a1, 10a2
09/21	<ul style="list-style-type: none"> <li>• Meditation</li> </ul>	<p><b>Readings:</b></p>	1b, 2a, 4b,

	<ul style="list-style-type: none"> <li>• Check-in</li> <li>• Discussion: <ul style="list-style-type: none"> <li>○ Trust and truth</li> <li>○ Mindfulness and depression</li> </ul> </li> <li>• Experience <ul style="list-style-type: none"> <li>○ Loving kindness (Salzberg, pp. 57-73)</li> <li>○ Insight Dialogue: Pause/reflect/open, trust emergence, listen deeply/speak the truth</li> </ul> </li> </ul>	<p>Burdick Ch. 17-22 Siegel Ch. 4 &amp; 5</p> <p><b>Internet:</b> Metta.org: Insight Dialog (overview, practicing, guidelines, working together) Teachings/videos</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>○ Journaling (Thoughts; Burdick, p. 117)</li> <li>○ Unpleasant Events Calendar</li> </ul>	10a2
09/28	<ul style="list-style-type: none"> <li>• Meditation</li> <li>• Check-in</li> <li>• Discussion: <ul style="list-style-type: none"> <li>○ Tripod and Triception</li> <li>○ Mindfulness and anxiety</li> </ul> </li> <li>• Experience <ul style="list-style-type: none"> <li>○ Loving Kindness (Salzberg, pp. 77-81)</li> <li>○ Yoga and addiction (Brett Ferrigan)</li> </ul> </li> </ul>	<p><b>Readings:</b> Siegel Ch. 6 &amp; 7</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>○ Loving kindness meditation</li> <li>○ Resting in Awareness meditation (Buddha's Brain, p. 188)</li> <li>○ Journaling (Listening deeply/speaking the truth in your life)</li> </ul>	1b, 2a, 4b, 10a2
10/05	<ul style="list-style-type: none"> <li>• <b>NO CLASS</b></li> </ul>	<p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>○ Loving kindness meditation</li> <li>○ Journaling (Emotions: Burdick, p. 126)</li> <li>○ Difficult Communication Calendar</li> </ul>	
10/12	<ul style="list-style-type: none"> <li>• Meditation</li> <li>• Check-in</li> <li>• Video: Dharma Brothers</li> <li>• Experience <ul style="list-style-type: none"> <li>○ Loving kindness (Salzberg, pp. 83-89)</li> <li>○ Mindful walking</li> </ul> </li> </ul>	<p><b>Readings:</b> Insight Dialogue (Blackboard)</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>○ Loving kindness meditation</li> <li>○ Walking meditation</li> <li>○ Journaling (How far have you come with meditation?)</li> </ul>	1b, 2a, 3a, 4b, 10a2
10/19	<ul style="list-style-type: none"> <li>• Meditation</li> <li>• Check-in</li> <li>• Discussion: <ul style="list-style-type: none"> <li>○ Tracking and Traits</li> <li>○ Mindfulness and substance abuse</li> </ul> </li> <li>• Experience <ul style="list-style-type: none"> <li>○ Labyrinth walk</li> </ul> </li> </ul>	<p><b>Readings:</b> Siegel Ch. 8 &amp; 9</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>○ Loving kindness meditation</li> <li>○ Walking meditation</li> <li>○ Journaling (Self; Buddha's Brain, p. 208)</li> </ul>	1b, 2a, 4b, 10a2
10/26	<ul style="list-style-type: none"> <li>• Meditation</li> <li>• Check-in</li> <li>• Discussion:</li> </ul>	<p><b>Readings:</b> Siegel Ch 10</p>	1b, 2a, 4b, 10a2

	<ul style="list-style-type: none"> <li>○ Trauma</li> <li>○ Mindfulness and trauma</li> <li>● Experience <ul style="list-style-type: none"> <li>○ Loving kindness (Salzberg, pp. 91-97)</li> <li>○ Self-Havening (Burdick, p. 185)</li> <li>○ Body scan</li> </ul> </li> </ul>	<b>Homework:</b> <ul style="list-style-type: none"> <li>○ Loving kindness meditation</li> <li>○ Body scan</li> <li>○ Journaling (Physical body; Burdick, p. 138)</li> </ul>	
11/02	<ul style="list-style-type: none"> <li>● Meditation</li> <li>● Check-in</li> <li>● Discussion: <ul style="list-style-type: none"> <li>○ Transition, Training and Transformation</li> <li>○ Mindfulness and ADHD</li> </ul> </li> <li>● Experience <ul style="list-style-type: none"> <li>○ Loving kindness (Salzberg pp. 99-113)</li> <li>○ Body scan</li> </ul> </li> </ul>	<b>Readings:</b> Siegel Ch 11, 12, & 13  <b>Homework:</b> <ul style="list-style-type: none"> <li>○ Loving kindness meditation</li> <li>○ Remembered wellness meditation (Burdick, p. 135-136)</li> <li>○ Journaling (Feeling “felt”; Burdick, p. 144)</li> </ul>	1b, 2a, 4b, 10a2
11/09	<ul style="list-style-type: none"> <li>● Silent Retreat</li> </ul>		1b, 2a, 4b
11/16	<ul style="list-style-type: none"> <li>● Meditation</li> <li>● Check-in</li> <li>● Guest speaker: Sharon Theroux, MBSR</li> <li>● Discussion: <ul style="list-style-type: none"> <li>○ Tranquility and Transpiration</li> <li>○ Mindfulness and spirituality</li> </ul> </li> <li>● Experience <ul style="list-style-type: none"> <li>○ Loving kindness (Salzberg, pp. 115-127)</li> <li>○ Intuition meditation (Burdick, p. 162)</li> </ul> </li> </ul> <p><b>Reflection Paper 2 due</b></p>	<b>Readings:</b> Siegel Ch 14 & 15  <b>Homework:</b> <ul style="list-style-type: none"> <li>○ Loving kindness meditation</li> <li>○ Mindfulness in daily tasks</li> <li>○ Journaling (Intuition; Burdick, p. 165)</li> </ul>	1b, 2a, 3a, 3c, 4b, 10a2
11/23	<ul style="list-style-type: none"> <li>● Meditation</li> <li>● Check-in</li> <li>● Group Presentations</li> <li>● Experience <ul style="list-style-type: none"> <li>○ Loving kindness (Salzberg, pp. 129-141)</li> <li>○ Mindfulness of words (Burdick, p. 152)</li> <li>○ Tell your story</li> </ul> </li> </ul>	<b>Homework:</b> <ul style="list-style-type: none"> <li>○ Loving kindness meditation</li> <li>○ Mindfulness in daily tasks</li> <li>○ Journaling (daily tasks)</li> </ul>	1b, 1c, 2a, 3a, 3c, 4b, 6b, 10a2, 10b4
11/30	<ul style="list-style-type: none"> <li>● Meditation</li> <li>● Check-in</li> <li>● Group Presentations</li> <li>● Experience <ul style="list-style-type: none"> <li>○ Loving kindness (Salzberg, pp. 143-152)</li> <li>○ Sound meditation (Seven Bowls)</li> </ul> </li> </ul> <p><b>Client Intervention paper due</b></p>	<b>Homework:</b> <ul style="list-style-type: none"> <li>○ Meditations of choice</li> <li>○ Journaling (experience of course)</li> </ul>	1b, 1c, 2a, 3a, 3c, 4b, 6b, 10a2, 10b4



12/07	<ul style="list-style-type: none"> <li>• Meditation</li> <li>• Check-in</li> <li>• Homework Presentations</li> <li>• Experience <ul style="list-style-type: none"> <li>○ Loving kindness (Salzberg, pp. 153-168)</li> <li>○ Intention to be Mindful (Burdick, p. 157)</li> <li>○ Letter to self</li> </ul> </li> <li>• <b>Reflection Paper 3 due</b></li> </ul>		1b, 1c, 2a, 3c, 4b, 10a2
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### **SAFEWALK – Night Owls**

Boca Raton 561-297-6695 Davie 954-236-1902 Ft. Lauderdale 954-762-5611 Jupiter 561-799-8700

Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

### **STUDENT ACCESSIBILITY SERVICES**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with [Student Accessibility Services](#) (SAS), located in Boca Raton - SU 133 (561-297-3880), in Davie – LA240 (954-236-1222), in Jupiter - SR 110 (561-799-8010), and follow all SAS procedures.

### **DISCRIMINATION OR HARASSMENT – 561-297-4004**

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://www.fau.edu/ssw/nondiscrim.html>.

### **RELIGIOUS HOLIDAYS**

This course has been arranged so that there will be no classes on religious holidays, such as Christmas or Yom Kippur. Please advise the instructor at the beginning of the term if you need accommodations for other religious holidays.

### **HONOR CODE**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [http://www.fau.edu/regulations/chapter4/4.001\\_Honor\\_Code.pdf](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf).

### **ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES**

For additional information on student rights and responsibilities, please see the FAU Catalog at <http://www.fau.edu/registrar/universitycatalog/welcome.php> and the BSW Student Manual at <http://www.fau.edu/ssw/pdf/BSWstudmanual.pdf> or the MSW Student Manual at <http://www.fau.edu/ssw/pdf/MSWstudmanual.pdf>.

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- Weiss, A. (2004). *Beginning mindfulness: Learning the way of awareness*. Novato, California: New World Library



## UGPC

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**From:** Robert Stackman <rstackma@fau.edu>  
**Sent:** Friday, October 28, 2016 12:50 PM  
**To:** Joy McClellan; Joy Longo; Karethy Edwards; Paul Peluso  
**Cc:** Diane Sherman; Naelys Luna; Gail Chewing  
**Subject:** Re: New Course Proposal: Mindfulness and Social Work Practice

Dear Joy,

I don't see any conflict with our graduate programs: MA in Psychology and Ph.D. Experimental Psychology.

Regards,

Bob

--

Robert W. Stackman Jr., Ph.D.  
Florida Atlantic University  
Interim Chair and Professor  
Department of Psychology  
BS, 101B  
777 Glades Road  
Boca Raton, FL 33431-0991

email: rstackma@fau.edu  
office – boca: BS 101B  
phone – boca: 561.297.2270

office – jupiter: MC-19(RE) 110  
phone – jupiter: 561.799.8052

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**From:** Joy McClellan <JMCCLEL2@fau.edu>  
**Date:** Friday, October 28, 2016 at 9:35 AM  
**To:** Joy Longo <JLONGO5@health.fau.edu>, Karethy Edwards <edwardsk@health.fau.edu>, Paul Peluso <ppeluso@fau.edu>, "rstackma@gmail.com" <rstackma@gmail.com>  
**Cc:** Diane Sherman <dgreen@fau.edu>, Naelys Luna <ndiaz10@fau.edu>, Gail Chewing <EHORTON2@fau.edu>  
**Subject:** New Course Proposal: Mindfulness and Social Work Practice

Dear Drs. Longo, Edwards, Peluso , and Stackman:

Please find attached the syllabus and the New Course Proposal Form for the Mindfulness and Social Work Practice course we have developed and are running this semester. I am requesting that you review and provide comments if you feel as though your department will be affected by this new course.

Thanks very much-

Joy McClellan



**Joy McClellan, LCSW**  
Instructor  
MSW Program Coordinator  
**School of Social Work**  
777 Glades Road SO303B  
Boca Raton, FL 33431-0991  
TEL: 561.297.2864  
FAX: 561.297.2866  
Email: [jmcclel2@fau.edu](mailto:jmcclel2@fau.edu)

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## UGPC

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**From:** Karethy Edwards <edwardsk@health.fau.edu>  
**Sent:** Friday, October 28, 2016 11:43 AM  
**To:** Joy McClellan  
**Cc:** Joy Longo; Paul Peluso; rstackma@gmail.com; Diane Sherman; Naelys Luna; Gail Chewing  
**Subject:** Re: New Course Proposal: Mindfulness and Social Work Practice

Good morning,

This course does not affect any of our programs.

Best wishes,

Kay

Sent from my iPhone

On Oct 28, 2016, at 9:36 AM, Joy McClellan <[JMCCLEL2@fau.edu](mailto:JMCCLEL2@fau.edu)> wrote:

Dear Drs. Longo, Edwards, Peluso , and Stackman:

Please find attached the syllabus and the New Course Proposal Form for the Mindfulness and Social Work Practice course we have developed and are running this semester. I am requesting that you review and provide comments if you feel as though your department will be affected by this new course.

Thanks very much-

Joy McClellan



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Instructor  
MSW Program Coordinator  
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## UGPC

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**From:** Paul Peluso <ppeluso@fau.edu>  
**Sent:** Friday, October 28, 2016 12:38 PM  
**To:** Joy McClellan  
**Cc:** Joy Longo; Karethy Edwards; rstackma@gmail.com; Diane Sherman; Naelys Luna; Gail Chewing  
**Subject:** Re: New Course Proposal: Mindfulness and Social Work Practice  
**Attachments:** image001.png

No conflict with Counselor Ed.

Sent from my iPhone

> On Oct 28, 2016, at 9:36 AM, Joy McClellan <JMCCLEL2@fau.edu> wrote:  
>  
> Dear Drs. Longo, Edwards, Peluso , and Stackman:  
>  
>  
> Please find attached the syllabus and the New Course Proposal Form for the Mindfulness and Social Work Practice course we have developed and are running this semester. I am requesting that you review and provide comments if you feel as though your department will be affected by this new course.  
>  
>  
>  
> Thanks very much-  
>  
>  
>  
> Joy McClellan  
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