



ROSEMONT COLLEGE
1400 MONTGOMERY AVENUE
ROSEMONT, PA 19010

Course Title: Mindfulness and Meditation
Course Number: CNS-6090
Course Date: Summer 2022
Course Meeting Times: Tuesdays, 5:15 P.M. – 7:15 P.M.;
30 minutes weekly asynchronous
Course Location Community Center Room 202 – Rosemont
Curtis Hall Room 253 – Cedar Crest
Course Designation: Level II Elective (Clinical Mental Health Counseling Program)
Semester Hours: 3
Prerequisites: Level I Courses
Limitation on Enrollment: 18

Instructor: Kathy D. Richardson, PhD, LPC, NCC, RPT-S
Email: kathleen.richardson@rosemont.edu
Phone: 610.527.0200, x3106
Office: Good Counsel – Room 211
Office Hours: Mondays and Tuesdays: 11 – 5
Wednesdays and Thursdays 10 - 4

Course Description: This course reviews evidenced-based practices in mindfulness and meditation. Students will learn how effective mindfulness and meditation practices can support healthy functioning in specific demographics for counseling prevention, intervention, and

postvention. Mindfulness and meditation practices will be highlighted in relation to counselor self-care as well professional counselor identity development.

Rosemont Mission Statement: Rosemont College is a community of lifelong learners dedicated to academic excellence and fostering joy in the pursuit of knowledge. Rosemont College seeks to develop in all members of the community open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society. Rooted in Catholicism, Rosemont welcomes all faiths and is guided by the educational principles of Cornelia Connelly and the Society of the Holy Child Jesus to meet the needs of the time. Rosemont College values trust in and reverence for the dignity of each person, diversity with a commitment to building an intercultural community, persistence and courage in promoting justice with compassion, and care for the Earth as our common home.

Professional Performance Evaluation: Rosemont College has identified five professional dispositions that relate to the goals of the Graduate Counseling program. Faculty members will evaluate each student on their professional dispositions during each course at the conclusion of the semester using the Professional Performance Evaluation Form.

1. **Flexibility/Openness:** Open willingness to different perspectives; Flexible to new demands, the environment, and accept necessary changes; Search for peer opinions, accept constructive feedback, and incorporate feedback from peers
2. **Collaboration:** Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism; Reach consensus, initiate compromise, and show concern for group goals; Invite feedback, incorporate supervisory feedback, and give feedback
3. **Awareness:** Awareness of own impact on others; Ability to deal with conflict; ability to express feelings effectively and appropriately; Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.
4. **Initiative and Motivation:** Met or exceed all of the class requirements, showed creativity; Adhere to school and SPGS policies; Proficient graduate level oral and written skills
5. **Responsibility:** Maintain professional boundaries, sensitive to diversity, safeguard confidentiality, Dedication to Counseling Profession; Attend and adhere to Ethical Standards

This syllabus is provided to you as a means of conveying what you should expect from this course. It outlines the responsibilities of the instructor in conducting the class – the course

content, planned scheduled of classes and assignments, grade components, and method(s) of grading. It also outlines your responsibilities as a part of this class. By remaining in this class, you indicate your acceptance of your responsibilities as a student and agree to the terms specified in the syllabus.

Note: The instructor reserves the right to adjust the course schedule and content during the semester in order to accurately reflect the progress being made by the class. This may result in modifications to assignment and exam due dates and/or course content.

I. Student Learning Outcomes

Upon completion of this course, students will be able to:

- A. Understand the process and purpose of various evidenced-based approaches to mindfulness and meditation for future implementation with clients
- B. Recognize the importance of extra-therapeutic factors to create therapeutic change with mindfulness and meditation approaches with an awareness of elements of brain functioning and development
- C. Analyze how mindfulness and meditation approaches have proven effective with specific demographics seeking counseling services, as evidenced by research in scholarly articles
- D. Incorporate mindfulness and meditation practices to promote counselor self-care and integrate such practices into counseling professional identity
- E. Consider how mindfulness and meditation approaches can be included within counseling techniques and intervention to create the most appropriate path to recovery for the client

II. Course Content

- A. Meditation and Mindfulness Introduction
 - 1. Mindfulness Defined
 - 2. Meditation Defined
 - 3. Purpose of Mindfulness and Meditation
 - 4. Extra-Therapeutic Factors
 - 5. Working with Thoughts and Emotions
 - 6. Cultivating Mindfulness and Meditation
- B. Approaches to Mindfulness and Meditation
 - 1. Mindfulness-Based Stress Reduction (MBSR)
 - 2. Group-Based Mindfulness Intervention

3. Mindfulness-Based Cognitive Therapy (MBCT)
4. Brief Mindfulness Meditation Intervention
5. Mindfulness Meditation Residential Retreat Intervention
6. Internet and Smartphone Application
7. Acceptance and Commitment Therapy
8. Dialectical Behavior Therapy
9. Integrative Body-Ming Training

C. Research on Mindfulness and Meditation

1. Culturally Diverse Populations
2. Substance Use Populations
3. Grief and Bereavement Populations
4. Chronically Ill Populations
5. Therapeutic Alliance and Attrition
6. Incarcerated Populations
7. Emotional Regulation
8. Populations Experiencing Addiction
9. Neuroscience and Executive Functioning
10. Populations Experiencing Trauma

D. Application of Mindfulness and Meditation

i. Mindfulness

1. Mindful Moment Practices
2. Setting Time Aside
3. Mindfulness as an Awareness
4. Remaining in the Present
5. Grounding Techniques Engagement
6. Recognition of the Wandering Mind

ii. Meditation

1. Scheduling Time for Meditation
2. Comfort Zone
3. Recognition of Body Posture
4. Recognition of Body Tension
5. Breathing
6. Recognition of the Wandering Mind

E. Counselor Professional Identity

1. Incorporating Mindfulness and Meditation
2. Merging Counseling Approaches
3. Counselor Self-Care
4. Spirituality and Existentialism

III. Required Textbook:

1. Mindfulness and Psychotherapy (2nd Edition). C. K. Germer, R. D. Siegel, & P. R. Fulton (Eds). The Guilford Press.

IV. Recommended Textbooks:

1. A Clinician's Guide to Teaching Mindfulness: The Comprehensive Session-by-Session Program for Mental Health Professionals and Health Care Providers (2015). C. Wolf, & J. G. Serpa. New Harbinger Publications.
2. Mindfulness-Based Interventions for Trauma and Its Consequences (2020), D. J. Kearney & T. L. Simpson. American Psychological Association.

V. Methods of Instruction

- A. Lecture
- B. Mindfulness and Meditation Practice
- C. Practice Sessions
- D. Reflection
- E. Discussion
- F. Peer Processing

VI. Methods of Assessment

Assessment	Points	Due Dates
A. Synchronous Class Participation/Subjective Units of Distress (SUD) Self-Assessment	15-Points	Weeks 3, 4, 5, 6, 8, 10, 11, 12
B. Asynchronous Class Participation/Journal Mindfulness Application	15-Points	Weeks 3, 4, 5, 6, 8, 10, 11, 12
C. Biographical Sketch	20-Points	Week 8
D. Group Presentation	25-Points	Weeks 13 & 14
E. Future Application Reflection	25-Points	Week 15
Total	100-Points	

A. **Synchronous Class Participation:**

Attendance and appropriate participation are required as part of professional responsibilities. Students are expected to demonstrate (a) the professional dispositions of the Graduate Counseling program, (b) engage in ethical behavior as defined by the American Counseling Association *Code of Ethics*, and (c) Rosemont's Academic Integrity policy. Students are responsible for coming to class prepared to discuss readings, make positive contributions to class discussions/activities, and be respectful of others. Below professional expectations may result in a 5% grade reduction and significantly below may result in a 10% reduction and a dispositions discussion with your academic advisor. Grades in this area will be determined by:

- Prompt arrival to class and regular attendance. Absences should be discussed in advance with the instructor.
- Engagement in discussions and class activities. Contributions reflect careful preparation for class and space for other students to participate.
- Being attentive and respectful towards others when not contributing directly.
- Demonstration of ethical integrity and adherence to the ACA Code of Ethics.
- No concerns regarding academic integrity.
- For hybrid courses: students may only utilize the Zoom link if they are on the opposite campus of the professor.

- **Subjective Units of Distress (SUD) Self-Assessment:** Students will conduct a pre and post class session assessment on their own Subjective Units of Distress (SUD) Levels. Between Weeks 2-13 students will assess their distress level on a scale of 1-10 at the beginning of the class session and again at the conclusion of the class session. Student SUD Levels will be reviewed over the course of the semester to determine how mindfulness and meditation techniques are impacting their distress levels. Students will submit their SUD Levels for each class into Canvas and will review them when writing the Future Application Reflection.

Total Points: = 15-Points

Student Learning Outcomes: A - F

B. Asynchronous Class Participation/Journal Mindfulness Application: Mindfulness and meditation approaches require the re-structuring of cognitive functioning for optimum effectiveness. Counselors must understand that this process is intentional and process oriented. As a result, students will reflect on the incorporation of mindfulness and meditation

approaches within their personal lives. For each class period that includes a mindfulness session, students will complete a 1-page (500 word) journal reflection in Canvas to process the effectiveness of the approach in response to stress/distress and the impact it had or did not have on promoting healthier functioning and engagement in your daily life tasks. These will be incorporated into the Future Application Reflection.

Total Points: 15-Points

Student Learning Outcomes: A, B, D, E

C. Biographical Sketch of a Modern-Day Mindfulness Teacher: Choose a prominent figure in the field of Mindfulness and/or Meditation. Immerse yourself in their work by watching videos of them speaking, reading their writings, following them on social media and monitoring their communication. Create a biographical sketch that answers the following questions.

** This can be a traditional paper, or you can get creative and create a multimedia presentation. My only requirement (other than answering the questions) is that you provide references in APA format.*

- Who are they?
- How did they become involved in the Mindfulness movement?
- What is their theory of Mindfulness and/or Meditation?
- What have their contributions to the study of Mindfulness and/or Meditation been?
- What is their current area of focus, interest, or study?
- Why did you choose this person?
- Some examples include Jon Kabat-Zinn, Pema Chodron., Ram Dass aka Richard Alpert, Deepak Chopra, Sara Auster, Jack Kornfield, Thich Nhat Hanh, Kristen Neff (see additional options on Canvas Module **Week One** under *Readings and Resources*).

Total Points: 20-Points

Student Learning Outcomes: A, B, C, D, E

D. Group Presentations: In groups of 3, assigned by the instructor, students will choose an area/topic in mindfulness. Subject matter can include mindfulness in schools, mindfulness in prisons, relationships and communication, mindful eating, self-care and self-compassion,

mindful technology use, mindfulness with special populations or specific diagnoses, mindful decision making, or social justice. Choose a mindfulness theory, program, or intervention to be utilized with the treatment group in question. Utilizing 5 scholarly sources (at minimum), craft a PowerPoint (or Prezy) that is 45 minutes in length. Include a mindfulness intervention specific to your topic. All citations must be properly noted in APA format.

Total Points: 25-Points

Student Learning Outcomes: A, B, C, D, E

E. Future Application Reflection: Students will review their journal reports and SUD scales over the course of the semester. Students will reflect on their understanding of mindfulness and meditation practice and how these techniques have impacted their own well-being. Students will also consider how mindfulness and meditation practices have impacted their professional identity as a counselor and willingness to integrate such approaches with individuals seeking counseling within their field of interest. Within the reflection paper students will be required to discuss how they may or may not plan to implement such practices for the purposes of self-care and within sessions with future clients. In your 3 – 5-page reflection paper, please answer the following questions:

- What did you take away from the course that you would like to incorporate into your own practice of counseling?
- Do you see yourself working with mindfulness and meditation explicitly, implicitly or both, neither? Why?
- What aspects of mindfulness and meditation do you find come most easily to you? Which are most challenging?
- What can you do to support yourself through these challenges?
- What resources are available?
- How do you anticipate your challenges with mindfulness & meditation might mirror the challenges your client's face?
- How might you support clients through these obstacles?

Total Points: 25-Points

Student Learning Outcomes: A, B, C, D, E

VII. **Final Grade Scale**

Note: All students in the Graduate Counseling Program MUST receive a grade of **“B” or higher**. If a student fails to do so, **he or she must repeat the course before continuing in the program.**

Please see the SGPS Academic Catalog or Graduate Counseling Student Handbook for additional information about course grades and academic integrity:

[SGPS Academic Catalog](#)

[Graduate Counseling Student Handbook](#)

A	100 – 93
A-	90 – 92
B+	87 – 89
B	83 – 86
*B-	80 – 82
*C+	77 – 79
*C	73 – 76
*C-	70 – 72
*F	70 and Below

Students are responsible for understanding and will be held accountable for the information on the following topics that can be found within the Academic Catalog.

Attendance Policy: Timely, consistent attendance in class has been shown to have a direct correlation to student performance. Missing classes causes students to fall behind in the course material. The policy for this class is that undocumented absences and tardy attendance are unacceptable. Absences are permitted only in cases of illness or other legitimate causes (family emergency, death in the family, etc.). In cases of a documented absence from a class, the student will have both the opportunity and responsibility to make up all class work missed.

Students are allowed documented absences equivalent to one week of classes for any course in which they are enrolled. This course meets for 13-class sessions. Therefore, you will only be permitted to miss 1-class session over the semester without absences impacting your final grade. Absences are counted from the first day of class.

Entering the class late or leaving the room during class interrupts the classwork in progress and is disruptive to the learning process for students who are trying to learn. Serious tardiness or leaving class sessions frequently may impact your final grade for the course.

Academic Integrity: Academic integrity is important to the intellectual climate at Rosemont College. Violations of academic integrity cannot be tolerated and may result in the student’s failure in a course and/or suspension or expulsion from Rosemont College. Academic dishonesty includes but is not limited to: plagiarism; fabrication of data, information, or citations; multiple submissions of the same work in different courses; and cheating on exams or assignments. Cheating of any kind WILL result in a zero on the work in question and a letter grade reduction in the course grade after the student’s grade is calculated using the zero on the work in question.

At the instructor's discretion, it may also result in failing the course and/or reporting of the incident to the administration for further action.

Class Assignments: Assignments that are not completed by the stated deadline will not be accepted. The submission of assignments that are late due to legitimate medical reasons or other extraordinary circumstances will be considered. Such circumstances must be supported by written documentation from an acceptable third party.

Communications: Changes in schedules, assignments, guidance, etc. will be communicated only to your Rosemont e-mail address. E-mail is the preferred way to communicate with the instructor and must be sent to the e-mail address listed on the front of this syllabus.

Disability Statement: If you have been approved for accommodations under ADA/504, please speak with the professor outside of class so that it is certain that all accommodations are provided promptly and completely. If you have not yet been approved for accommodations under ADA/504, but believe you might be entitled to them, please contact the Dean of Students in the Student Life Office at extension 2400 immediately. It would also be wise to speak with your professor, since temporary arrangements may be made under certain circumstances.

Student Concerns: Students who have any course-related concerns should talk directly with their faculty member prior to the next class meeting. If a mutually acceptable resolution cannot be achieved, the student is advised to follow the procedures outlined in the appropriate Student Handbook.

Cell Phone Use: In order to be able to receive campus-wide safety or weather alerts, cell phones may be left on vibrate only during class. Absent prior permission from the instructor, students may not acknowledge other messages or phone calls nor may they ever send or received text messages during class. Please keep your phone hidden from the class and on vibrate only. Cell phones should not be used for Internet purposes unless related to class assignments and instruction.

Use of Laptops or Other Electronic Devices: The use of personal laptops and other electronic devices during class sessions is strongly encouraged for the purposes of researching course material and engaging in classroom discussion. Students should not use their personal laptops for any other purposes during any class session. Failure to abide by this policy may impact your final grade.

The use of personal cell phones during class session is strongly discouraged. If you experience an emergency situation please communicate the potential to receive a phone call during the class session at the start of class. You will be permitted to step outside the classroom to receive your call. Please do your best not to disturb the learning process in the classroom.

Recording Lectures: Neither video nor audio recording may be made of any lecture in this course without the express consent of the instructor.

Inclement Weather: The Rosemont “snow number” is Montgomery County 342. Announcements of closings are also posted on the website and placed on the main college number, 610-527-0200. Students are encouraged to register their cell phone or email address to e2Campus on the iWay for cancellation notices.

Course Website: Information for this course, including, but not limited to, an electronic copy of this syllabus, is available through the course website located in the Rosemont College online learning portal (Canvas) located at <https://rosemont.instructure.com/login/canvas>. See your instructor if you have questions about accessing the course website.

Submitting Papers Electronically: Writing assignments for this course are to be submitted electronically via the course website.

Rosemont College 2021-2022 Graduate Academic Calendar:

<https://www.rosemont.edu/academics/registrar/academic-calendar-sgps-22.pdf>

Required Textbook:

- a. Mindfulness and Psychotherapy (2nd Edition). C. K. Germer, R. D. Siegel, & P. R. Fulton (Eds). The Guilford Press.

Recommended Textbooks:

- b. A Clinician's Guide to Teaching Mindfulness: The Comprehensive Session-by-Session Program for Mental Health Professionals and Health Care Providers (2015). C. Wolf, & J. G. Serpa. New Harbinger Publications.
- c. Mindfulness-Based Interventions for Trauma and Its Consequences (2020), D. J. Kearney & T. L. Simpson. American Psychological Association.

VIII. Tentative Course Schedule

Date	Topics/Activities	Assignments Due
Week 1: 05/10/2022	Course Orientation G, S, & F Ch. 1 Mindfulness: What is it? Why does it matter? G, S, & F Ch. 2 Buddhist and Western Psychology: Seeking Common Ground	
Week 2: 05/17/2022	ASYNCHRONOUS CLASS G, S, & F Ch. 3 Mindfulness as Clinical Training G, S, & F Ch. 7 Teaching Mindfulness in Therapy	Asynchronous Coursework
Week 3: 05/24/2022 CEDAR CREST	G, S, & F Ch. 4 Cultivating Attention and Compassion Wolf & Serpa: Session 1 Introduction to Mindfulness	SUD Levels Journal Application (1)

Week 4: 05/31/2022	G, S, & F Ch. 5 Relational Mindfulness Wolf & Serpa: Session 2 Be Right Where You Are	SUD Levels Journal Application (2)
Week 5: 06/07/2022	G, S, & F Ch. 6 Practical Ethics Wof & Serpa: Session 3 Our Storytelling Minds	SUD Levels Journal Application (3)
Week 6: 06/14/2022 CEDAR CREST	G, S, & F Ch. 8 Depression: Finding a Way In, Finding a Way Out Wolf & Serpa: Session 4 Cultivating Kindness	SUD Levels Journal Application (4)
Week 7: 06/21/2022	ASYNCHRONOUS CLASS G, S, & F Ch. 11 Mindfulness, Insight, & Trauma Therapy Kearney & Simpson (under Week 7 Canvas Module): Practical Considerations for Offering Mindfulness-Based Interventions to People with Trauma Histories	Asynchronous Coursework

Week 8: 06/28/2022	G, S, & F Ch. 9 Anxiety: Accepting What Comes and Doing What Matters Wolf & Serpa: Session 5 Willingness to Be with Things as They Are	SUD Levels Journal Application (5) Biographical Sketch Due
Week 9: 07/05/2022	SUMMER BREAK!	
Week 10: 07/12/2022 CEDAR CREST	G, S, & F Ch. Psychophysiological Disorders: Embracing Pain Wolf & Serpa: Session 6 Moving Forward	SUD Levels Journal Application (6)
Week 11: 07/19/2022	G, S, & F Ch. 12 Breaking the Addiction Cycle Wolf & Serpa: Session 7 Finding Compassion Within	SUD Levels Journal Application (7)
Week 12: 07/26/2022	G, S, & F Ch. 13 Working with Children Sitting Still Like a Frog- Mindfulness for Children A Still Quiet Place – Mindfulness for Teens	SUD Levels Journal Application (8)
Week 13: 08/02/2022	G, S, & F Ch. 14 The Roots of Mindfulness	Group Presentations
Week 14: 08/09/2022 CEDAR CREST	G, S, & F Ch. 15 The Neurobiology of Mindfulness	Group Presentations
Week 15: 08/16/2022	G, S, & F Ch. 16 Positive Psychology and the Bodhisattva Path Wolf & Serpa: Session 8 Enhancing Resilience	Future Application Reflection

IX. **Bibliography**

A. Print Resources

Amaro, H., Spear, S., Vallejo, Z., Conron, K., & Black, D. S. (2014). Feasibility, acceptability,

and preliminary outcomes of a mindfulness-based relapse prevention intervention for culturally-diverse, low-income women in substance use disorder treatment. *Substance Use & Misuse*, 49(5), 547-559. <https://doi-org.rosemont.idm.oclc.org/10.3109/10826084.2013.852587>.

Blake, M., Waloszek, J. M., Schwartz, O., Raniti, M., Simmons, J. G., Blake, L., ... Allen, N. B. (2016). The SENSE study: Post intervention effects of a randomized controlled trial of a cognitive-behavioral and mindfulness-based group sleep improvement intervention among at-risk adolescents. *Journal of Consulting and Clinical Psychology*, 84(12), 1039-1051. <https://doi-org.rosemont.idm.oclc.org/10.1037/ccp0000142.supp>.

- Brown, A. P., Marquis, A., & Guiffrida, D. A. (2013). Mindfulness-based interventions in counseling. *Journal of Counseling & Development, 91*(1), 96-104. <https://doi-org.rosemont.idm.oclc.org/10.1002/j.1556-6676.2013.00077.x>.
- Cacciatore, J., Thieleman, K., Osborn, J., & Orlowski, K. (2014). Of the soul and suffering: Mindfulness-based interventions and bereavement. *Clinical Social Work Journal, 42*(3), 269-281. <https://doi-org.rosemont.idm.oclc.org/10.1007/s10615-013-0465-y>.
- Creswell, J. D. (2017). Mindfulness intervention. *Annual Review of Psychology, 68*, 491-516. Retrieved from <https://www.annualreviews.org/doi/full/10.1146/annurev-psych-042716-051139>.
- Hanley, A. W., Abell, N., Osborn, D. S., Roehrig, A. D., & Canto, A. I. (2016). Mind the gaps: Are conclusions about mindfulness entirely conclusive? *Journal of Counseling & Development, 94*(1), 103-113. <https://doi-org.rosemont.idm.oclc.org/10.1002/jcad.12066>.
- Lagor, A. F., Williams, D. J., Lerner, J. B., & McClure, K. S. (2013). Lessons learned from a mindfulness-based intervention with chronically ill youth. *Clinical Practice in Pediatric Psychology, 1*(2), 146-158. <https://doi-org.rosemont.ism.oclc.org/10.1037/ccp0000015>.
- Le, T. N., & Proulx, J. (2015). Feasibility of mindfulness-based intervention for incarcerated mixed-ethnic Native Hawaiian/Pacific Islander youth. *Asian American Journal of Psychology, 6*(2), 181-189. <https://doi-org.rosemont.idm.oclc.org/10.1037/aap0000019>.
- Lee, K. C. (2018). Demystifying Buddhist mindfulness: Foundational Buddhist knowledge for mindfulness-based interventions. *Spirituality in Clinical Practice, 5*(3), 218-224. <https://doi-org.rosemont.idm.oclc.org/10.1037/scp0000133>.
- Nam, S., & Toneatto, T. (2016). The influence of attrition in evaluating the efficacy and effectiveness of mindfulness-based interventions. *International Journal of Mental Health and Addiction, 14*(6), 969-981. <https://doi-org.rosemont.idm.oclc.org/10.1007/s11469-016-9667-1>.
- Schomaker, S. A., & Ricard, R. J. (2015). Effect of a mindfulness-based intervention on counselor-client attunement. *Journal of Counseling & Development, 93*(4), 491-498. <https://doi-org.rosemont.idm.oclc.org/10.1002/jcad.12047>.

- Schure, M. B., Christopher, J., & Christopher, S. (2008). Mind-body medicine and the art of self-care: Teaching mindfulness to counseling students through yoga, meditation, and qigong. *Journal of Counseling and Development*, 86(1), 47-56. Retrieved from <http://search.ebscohost.com.rosemont.idm.oclc.org/login.aspx?direct=true&db=ofm&AN=508024316&site=ehost-live>.
- Tang, Y., Tang, L., Leve, L. D., & Harold, G. T. (2012). Improving executive function and its neurobiological mechanisms through a mindfulness-based intervention: Advances within the field of developmental neuroscience. *Child Development Perspectives*, 6(4), 361-366. Retrieved from <http://search.ebscohost.com.rosemont.idm.oclc.org/login.aspx?direct=true&db=psych&AN=2012-31092-007&site=ehost-live>.
- Van der Gucht, K., Dejonckheere, E., Erbas, Y., Takano, K. Vandemoortele, M., Maex, E., ... Kuppens, P. (2019). An experience sampling study examining the potential impact of a mindfulness-based intervention on emotion differentiation. *Emotion*, 19(1), 123-131. <https://doi-org.rosemont.idm.oclc.org/10.1037/emo0000406>.
- Wilson, A. D., Roos, C. R., Robinson, C. S., Stein, E. R., Manuel, J. A., Enkema, M.C., ... Witkiewitz, K., (2017). Mindfulness-based interventions for addictive behaviors: Implementation issues on the road ahead. *Psychology of Addictive Behaviors*, 31(8), 888-896. <https://doi-org.rosemont.idm.oclc.org/10.1037/adb000319>.

X. CACREP Standards Assessment Crosswalk

CACREP Standard (Main Content)	Assessment	Student Learning Outcome
The role and process of the professional counselor advocating on behalf of the profession (1d. Professional Counseling Orientation and Ethical Practice).	Group Presentation, Biographical Sketch, Future Application Reflection	(C) (D) (E)
Strategies for personal and professional self-evaluation and implications for practice (1k. Professional Counseling Orientation and Ethical Practice).	SUD Self-Assessment, Journal Mindfulness Application, Future Application Reflection	(C) (D)

Self-care strategies appropriate to the counselor role (1l. Professional Counseling Orientation and Ethical Practice).	SUD Self-Assessment, Journal Mindfulness Application	(D)
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (2a. Social and Cultural Diversity).	Group Presentation, Biographical Sketch	(C) (E)
The impact of heritage, attitudes, beliefs, understanding, and acculturative experiences on an individual's views of others. (2d. Social and Cultural Diversity).	Group Presentation, Biographical Sketch, Future Application Reflection	(C) (E)
The impact of spiritual beliefs on clients' and counselors' worldviews (2g. Social and Cultural Diversity).	Future Application Reflection	(C) (E)
A general framework for understanding differing abilities and strategies for differentiated interventions (3h. Human Growth and Development).	SUD Self-Assessment, Group Presentation, Biographical Sketch	(A) (B) (C) (E)
Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (3i. Human Growth and Development).	Group Presentation, Biographical Sketch, Journal Mindfulness Application, Future Application Reflection	(B) (C) (E)
Theories and models of counseling (5a. Counseling and Helping Relationships).	Group Presentation, Biographical Sketch	(A) (C) (E)
Counselor characteristics and behaviors that influence the counseling process (5f. Counseling and Helping Relationships).	SUD Self-Assessment, Future Application Reflection	(D)
Evidence-based counseling strategies and techniques for prevention and intervention (5j. Counseling and Helping Relationships).	Group Presentation, Biographical Sketch	(A) (C) (E)
Processes for aiding students in developing a personal model of counseling (5n. Counseling and Helping Relationships).	Journal Mindfulness Application, Future Application Reflection	(C) (D)

Dynamics associated with group process and development (6b. Group Counseling and Group Work).	SUD Self-Assessment	(C) (E)
Types of groups and other considerations that affect conducting groups in various settings (6f. Group Counseling and Group Work)	SUD Self-Assessment	(C) (E)
Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term (6h. Group Counseling and Group Work)	SUD Self-Assessment	(E)
Use of assessments for diagnostic and intervention planning purposes (7e. Assessment and Testing).	SUD Self-Assessment, Journal Mindfulness Application	(D) (E)
Use of assessments relevant to academic/educational, career, personal, and social development (7i. Assessment and Testing)	SUD Self-Assessment, Journal Mindfulness Application	(D) (E)
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (8a. Research and Evaluation)	Group Presentation, Biographical Sketch	(A) (B) (C)
Identification of evidence-based counseling practices (8b. Research and Evaluation)	Group Presentation, Biographical Sketch	(A) (C) (E)
Evaluation of counseling interventions and programs (8e. Research and Evaluation)	SUD Self-Assessment	

CACREP Specialty Standards (Clinical Mental Health Counseling)	Assessment	Student Learning Outcome
1. Foundations		
B. Theories and models related to clinical mental health counseling	Group Presentation, Biographical Sketch	(A) (C) (E)

2. Contextual Dimensions		
A. Roles and settings of clinical mental health counselors	SUD Self-Assessment, Future Application Reflection	(C) (D) (E)
J. Cultural factors relevant to clinical mental health counseling	Group Presentation, Biographical Sketch	(C) (E)
3. Practice		
B. Techniques and interventions for prevention and treatment of a broad range of mental health issues	SUD Self-Assessment, Group Presentation, Biographical Sketch	(A) (B) (E)