EDU 460: Counseling Theory and Practice II
University of Rochester
Warner Graduate School of Education and Human Development
Department of Counseling and Human Development
Spring 2012
WELCOME!

Instructor:
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Class Meeting Times: Mon 7:35-10:15

Course Description:
This course is the second of a two-semester, integrated approach to counseling theories and practice. As such, this course will continue its introduction of not only traditional theories of counseling, such as existential, and systems perspectives, but also more recent, postmodern approaches, including feminist, constructivist, social constructionist, emotion-focused, and integral perspectives. The historical development, philosophical foundations, and views of human nature for each theory will be addressed, as well as the counselor’s role in facilitating client change. This course has been developed to guide you in your awareness of, and competence in, the reflexive use of theory to inform practice and practice to advance theory, as well as to help you develop a critical perspective about the activity of theorizing as a professional endeavor within the counseling profession. You will also be introduced to various professional issues related to the field of counseling, such as professional organizations, licensure, counseling ethics, and multicultural competence and awareness. The course is also designed to develop your counseling skills. Class meetings will be partly didactic/theoretical (with emphasis on dialogue and discussion) and partly experiential (in your small supervision groups). In small groups, you will present your own practice sessions for discussion and evaluation.

Course Objectives:
1. Overall, to inquire into, explore, and develop the translation of theory into practice from as many different perspectives as possible, with the ultimate goal of commencing a systematic integration of the different theoretical approaches into your own approach to counseling. To this end, the AQAL model of Integral Psychology will be discussed throughout the semester as a conceptually orienting aid. Note: you are beginning a process that will likely never reach an end (at minimum, this process will take a 10-12 years). The emphasis will be on developing your conceptualizing skills and capacities so that they inform your intervening and implementation of counseling skills. More specifically, the goals of this course are to help you:
   2. To gain an understanding of and appreciation for the major counseling theories (which are all theories of personality, human behavior and change processes), including the historical development of each theory as well as its associated therapeutic goals and techniques (IIG.3b, IIG.3f, IIG.5d, SC-C.1 & CMHC-A.5).
   3. To compare and contrast the different theoretical models – both historical and current -- of personality, human behavior, and human development on several dimensions pertaining to counseling and to evaluate the strengths and limitations of each model. This includes the ability to conceptualize the client’s presenting...
situation and the role that philosophical foundations, research, assessment, and the use of different intervention strategies play in each model. Such conceptualization of people and their struggles are intended to help you select appropriate counseling interventions.

4. To critically examine the various theories in order to begin formulating your own theory of counseling, as well as to gain a deeper and broader understanding of yourself as an individual. This will involve your exploring and becoming more aware of your own nature and the significant personal, biological, cultural, and social events, influences, and factors that have contributed to your being the person you are, as well as what you can do to facilitate realizing your full (developmental) potentials. This will, in turn, better your ability to understand the developmental history of others/clients (including both nature/nurture and individual/societal components) and how, optimally, to help them with the issues, dynamics, and struggles with which they present.

5. To gain an understanding of counselor characteristics and behaviors that influence helping processes (IIG.5b).

6. To gain an understanding not only of how development can go awry, but also of theoretical perspectives on wellness and optimal development throughout the lifespan, from humanistic and transpersonal to positive and integral psychology (IIG.3h).

7. To gain an understanding of how contexts – both cultural and systemic – affect individuals. For example, family systems, feminist, social justice and integral theories, including their radically different approaches to helping, will be covered, including their related intervention strategies (IIG.5e).

8. To cultivate an appreciation for the ways that developmental, neurobiological, cultural, and systemic/ecological factors interact and impact clients and the change process.

9. To develop basic interviewing and counseling skills, including assessing clients and their suffering, setting goals in counseling, enacting various counseling interventions, and assessing one’s own effectiveness as a counselor. (CMHC-C.7)

10. To develop your writing, critical thinking, and self-evaluating skills.

11. To gain an understanding of models, practices, and processes of counseling supervision (IIG.1e & CMHC-A.5).

12. To gain an understanding of ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. Throughout this semester, you will be exposed to a variety of professional journals in counseling and closely related fields, primarily through readings available through Blackboard.

13. To gain an understanding of multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups (IIG.2a).

14. To gain an understanding of self and others -- and ability to eliminate or lessen -- biases, prejudices, and processes of intentional and unintentional oppression and discrimination (IIG.2f & SC-D.1).

**Pedagogical Methods:**

I will attempt to balance and integrate the following: mini-lecture; small group and class discussion/critical thinking; dyadic and small group application/practice of counseling skills; observation of, and critical analysis of, master counselors from each approach. Overall, these different teaching methods are designed to provide you with a rationale for your own experiential learning and self-reflection. Instructor lectures are NOT the primary modality for learning in this course. Thus, you are expected to immerse yourself
in the multiple opportunities for learning that facilitate change processes in counseling and to perceive the instructor primarily as guide/consultant.

**Required Texts**


**You now need Mahoney (2003).**

**Attendance and Participation:**
The intensive nature of adult learning and graduate instructional methods necessitate your full and committed participation for the sake of your own learning as well as that of your fellow classmates. Because much of your learning will occur during classroom activities and discussions, attendance is mandatory. One excused absence is permissible but your grade will be reduced by ½ letter grade for each additional absence. Students should come to class having completed all assignments and be fully prepared to participate in discussions and activities. Although there will be a brief lecture during each class, the bulk of your time will be spent discussing course content with peers, viewing video demonstrations by experts, and enacting/role-playing counseling scenarios. Actively participating in class activities involves some level of personal disclosure. It is important that confidentiality regarding classroom activities be maintained. Due to the interactive nature of this course, it is crucial that students conduct themselves professionally during activities that involve challenging peers and constructively critiquing one another. Additionally, out of respect for other students, please make sure to turn off cell phones, beepers, and pagers before entering class.

**A note on confidentiality:**
Learning in this course is facilitated by working with material that is authentic to your own experience. To this end, students are likely to disclose personally meaningful thoughts, feelings, and events during the process of practice sessions geared toward your learning to offer professional counseling. Because this is a class situation, absolute confidentiality cannot be guaranteed. Thus, you should exercise your judgment in choosing what to disclose in a practice sessions. I am available to you if you are in doubt or conflicted about what to share. This being said, it is also the expectation of any pre-professional helping community that students will practice the professional behavior of maintaining each other’s confidentiality to the greatest possible extent - both during and after this course. You should also practice obtaining informed consent in sessions held with peers. Breaches of confidentiality are a serious violation of ethical standards for counseling practice and may affect your successful completion of the course.

+++In all cases, page lengths refer to double-spaced, 12 font, with 1” margins.
Weekly Reflection Journals:
These are not merely summaries of what you read for the class meeting. Rather, they should entail highlighting what you deem key points in the readings, followed by a critical reflection upon the underlying assumptions and implications of those points. I will not grade these journals in depth. In fact, I probably won’t pick them up weekly. They are designed to help you reflect upon your reading and to facilitate your consolidating your learning. You are expected to share (not read) key points from your weekly reflection journals in class (this will facilitate discussion and dialogue of important aspects of each week’s readings).

Reflective Essays:
For each part of the course, you will turn in a 3-5 page essay in which you critically reflect upon your learning. At the end of this semester, you will complete a Final Paper/Project that explores your current-yet-developing theoretical approach to counseling. These reflective essays represent your evolving process of exploring the different approaches to understanding human nature and ameliorating human suffering.

Midterm Exam:
It is important that students demonstrate general knowledge of key concepts and terminology for each theory covered in the course. One way this will be assessed is by a multiple-choice exam (the format used by most licensing and credentialing boards).

Counseling Skills Video and Critique:
Throughout the semester, you will practice various counseling skills outside of class meetings (these practice sessions are ESSENTIAL to your learning in this course). You will tape as many of these practice sessions as is feasible. I also strongly encourage you to take notes and/or journal after each practice session you enact; this will not only help you monitor your progress and process, it will also help you discern patterns and themes in your “client.” You will pick the session that represents the best demonstration of your counseling skills and analyze/critique your counseling skills. More detailed instructions for this assignment will be given early in the semester. In small groups or the entire class, I, or a doctoral student, will give you feedback on your sessions at least 2-3 times (this applies for next semester as well). If you are not meeting satisfactory standards, I will meet with you one-to-one for more in-depth supervision of your basic counseling skills [this will involve our watching and analyzing your videotaped session(s)].

Final Paper/Project:
Choose ONE of the following:
1. Traditional term paper in which you clarify your views of human nature and the counseling process. Choose the theory with which you currently align the most and describe its philosophical underpinnings and its perspective on personality development and the change process.
2. Still somewhat traditional paper, this time comparing and contrasting 2-3 different theories (this is for those students who are having a difficult time choosing one theory from which to ground practice). Hopefully, this type of paper will help you chose the best “fit” for you and your current level of professional development as a counselor.

All final papers/projects should address how your theory/theories make(s) meaning of your life and its significant events and ways you perceive yourself, others, and the world. All papers must also include personal & critical reflections upon the theory(ies).
More detailed instructions for this assignment will be given early in the semester.

This paper will be evaluated on both content and writing/organization/grammar. Thus, it is important that you proofread and edit your papers numerous (5-10) times. Regarding organization, I encourage you to consult with the Warner School writing center staff. Papers must be written in APA style (points will be taken off for the grade in this course if you do not demonstrate APA style/format of writing). If you do not already write in APA format, you will have to spend considerable time with the APA manual 6th edition regarding everything from cover page, running head, headings, margins, reference citations and list, quotations, etc.)

**Grading:**
Grades will be given in accordance with the guidelines for graduate study as outlined in the “Graduate Studies Official Bulletin.” **This course is taught on a pass/fail basis, with 70% or higher required to pass.** Grading weight will be calculated as follows:

- Attendance and Participation 10%
- Weekly reflection journals* 10%
- (3) Reflective essays 15%
- Midterm exam 10%
- Counseling Skills Video & Critique 30%
- Final Paper/Project 25%

*If the majority of students are not coming to class able to thoughtfully discuss the assigned topics, I will change the weekly reflection journals to weekly in-class quizzes, which may be in either short answer, essay, or M/C formats.

Students may receive a grade of “Incomplete” (I) only by arrangement with the instructor. Failure to make such arrangements will lead to a grade being assigned on the basis of the work completed by the student. Once assigned, such a grade cannot be changed. Work for courses with grades of “Incomplete” must be completed no later than one year after the course concludes, although instructors may require that work be submitted sooner. If the work is not completed within the designated time, the instructor will grade the student on the basis of the work completed at that time, and this grade will be permanent. Extensions will be granted only for documented cases of illness or disability.

**Classroom Environment:**
Aspects of class discussions may be difficult or challenging. We share, as a classroom community, the task of negotiating the dual priorities of authentic free speech and active regard for all others. Given the nature of our discussions, we need to have these discussions in a safe and supportive environment. It is important that we listen to each other about how our words and actions are affecting one another and that we talk about a class moment in which something may feel hurtful. Therefore, racial, sexual, gender, or abled slurs and personal attacks on other’s ideas will not be permitted. We will negotiate other guidelines about classroom discussions throughout the course.

**Accommodations:**
Students requiring special accommodations due to a disability should contact the instructor as soon as possible. It is important that students requiring special needs contact the Office of University Disability Resources, which is the department responsible for
maintaining the Universities compliance with regulations under Section V of the Rehabilitation Act.

**Tentative Course Calendar**

**Part 1: An introduction to existential-humanistic and constructivist approaches**

<table>
<thead>
<tr>
<th>Jan</th>
<th>23</th>
<th>Orientation/Syllabus; Review of last semester; A Compassionate orientation to counseling (50) (IIG.5b)</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• Mahoney forward, preface, ch 2, 10</td>
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<td>• Counseling skills for EDU 460 (handout)</td>
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<td></td>
<td>30</td>
<td>Responding to and working with affect; being mindful of your own feelings and staying in the here-and-now (105) (SC-D.1)</td>
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<td>• Cormier &amp; Hackney ch 7 (20)</td>
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<td>• Mahoney &amp; Marquis (2002) <em>you need to read only p. 802-811</em> (10)</td>
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<td>• Fosha (2000): Affect and transformation (20)</td>
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<td>• Yalom ch 20-32 (55)</td>
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<td>• Recommended reading: Fosha (in press) The activation of affective change processes in AEDP (22)</td>
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<td>• Video: Accelerated Experiential Dynamic Psychotherapy (Fosha)</td>
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<td>RC 489.P72 A334 2006</td>
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<td><em>(NO SMALL GROUP SUPERVISION TONIGHT B/C OF THE VIDEO)</em></td>
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<td>Feb</td>
<td>6</td>
<td>Existential therapy (77) (IIG.3b, IIG.3f, IIG-5d, SC-C.1 &amp; CMHC-A.5)</td>
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<td>• May &amp; Yalom - Existential therapy chapter (30)</td>
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<td>• Yalom ch 41-52, 65-68, 70 (47)</td>
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<td>• Video: Rollo May (or) Existential-Humanistic therapy (Bugental):</td>
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<td>RC489.E93 E934 1998</td>
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<td>13</td>
<td>Emotion-focused therapy (50) (IIG.3b, IIG.3f, IIG-5d, SC-C.1 &amp; CMHC-A.5)</td>
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<td>• Yalom ch 14-19, 55, 59-64 (36)</td>
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<td>• Video: Greenberg –emotion-focused therapy for depression (real client; at multimedia center) RC489 F62 E46 2004; the “over time” one is a second choice</td>
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<td><em>(NO SMALL GROUP SUPERVISION TONIGHT B/C OF THE VIDEO)</em></td>
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<td>20</td>
<td>NO CLASS</td>
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<td>27</td>
<td>Constructivist counseling (30) (IIG.3b, IIG.3f, IIG-5d, SC-C.1 &amp; CMHC-A.5)</td>
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<td></td>
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<td>• Mahoney ch 1, 3 (30)</td>
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<td>• finish watching EFT for depression (Greenberg)</td>
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</tbody>
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Part 2: Systemic, multicultural and integrative approaches

March 5  Systems approaches (47) (IIG.3b, IIG.3f, IIG-5d, IIG.5e, SC-C.1 & CMHC-A.5)
- Fall, Holden, Marquis ch 13 (44)
- Yalom ch 58 (3)
- Video: Culture-Sensitive Family therapy with Mary Arnold
  RC488.5 .C85 1998  (Karen said it’s important to watch the entire session and especially the discussion afterward – it clarifies how she was working with their culture/ethnicity)
- (or family therapy tape with Ken Hardy)
- Reflective essays for Part 1 are due

12 Feminist, diversity, multicultural and social justice issues in therapy; including how to eliminate bias, prejudice, and discrimination (85)
  (IIG.2a, IIG.2f, IIG.3b, IIG.3f, IIG-5d, SC-C.1 & CMHC-A.5)
- Corey (2001) – Feminist therapy (35)
- Forman (2010): Diversity in Integral counseling (30)
- Rubel & Ratts (2007) – Diversity and social justice issues in counseling (20)
- (Recommended): Zane et al. (2004) Research on psychotherapy with culturally diverse populations
- Video: Issues in counseling women: case studies in feminist therapy
  Multimedia Center Call Number: HQ1206 .I87 1988

19 Integral counseling (71) (IIG.3b, IIG.3f, IIG-5d, SC-C.1 & CMHC-A.5)
- Fall, Holden, Marquis ch 14 (55)
- I will give you your take-home midterm exam

26 NO CLASS

April 2 Developmental dynamics and integral interventions in counseling (82)
  (IIG.3h)
- Marquis (2008) The spectrum of development, pathology, and treatment (40)
- Highly recommended: McWilliams (1994) – ch 3- Developmental levels of organization
Part 3: A spectrum of interventions: From problem to pattern to process

9 Basic centering techniques; problem solving; pattern work (50)
- Mahoney ch 4-6
- Lazarus (1996). Some reflections after 40 years of trying to be an effective psychotherapist (Bb)
- Reflective essays for Part 2 are due

16 Process work, dreamwork, stream of consciousness, self-relationship and spiritual skills (60)
- Mahoney ch 7-9
- Video: Stream of consciousness with Mahoney (or) The courage to love: a self-relations demonstration
- Recommended reading: Marquis, Warren, and Holden (2001) (Bb)
- Recommended reading: Battista (1996) – Offensive spirituality (Bb)

23 More on the challenge of Integration; Common factors in psychotherapy (63)
- Prochaska & Norcross (2003) – Comparative conclusions: Toward a transtheoretical therapy (30)
- Cormier & Hackney ch 9 (33)
- (Recommended): Kottler 1991 (40)
- Recommended: Prochaska & DiClemente (1982)
- Counseling skills video and critique is due

30 Being human and a counselor; beware of the occupational hazards and cherish the occupational privileges; The Wheel of Wellness (94)
- Mahoney ch 11 (19)
- Yalom ch 10-13, 24-36, 57, 61, 84-85 (65)
- Meyers et al – Wheel of Wellness (12)

May 7 Making the most of clinical supervision; Where to go next? (IlG.1e)
- Kottler & Brew ch 12 (8)
- Cormier & Hackney ch 10
- Review of the semester
- Final papers/projects are due
- Reflective essays for Part 3 are due

***The professor reserves the right to modify these guidelines in order to promote optimal learning opportunities***
HAVE A WONDERFUL SUMMER!!!
<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Learning Objective</th>
<th>Observable Outcome</th>
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</table>
| SC-C.1. knows the theories and processes of effective counseling and wellness programs for individual students and groups of students | (EDU 457: Objective 4) To understand the theories and processes of effective counseling and wellness programs for individual students and groups of students  
(EDU 457/460: Objective 2) To gain an understanding of and appreciation for the major counseling theories (which are all theories of personality, human behavior and change processes), including the historical development of each theory as well as its associated therapeutic goals and techniques | Assessed via both exam questions and the video critique assignment                                                                                      |
| SC-D.1. demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms | (EDU 457: Objective 11) To demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms  
(EDU 460: Objective 15) To gain an understanding of self and others -- and ability to eliminate or lessen -- biases, prejudices, and processes of intentional and unintentional oppression and discrimination | Tape supervisors will complete a rubric for each student on these qualities and skills                                                              |
Reflective Essay Rubric

In your reflective essays, you should demonstrate the ability to:

- Ask and ponder relevant and meaningful questions
- Follow a course of thinking, hopefully leading to some increase in awareness or knowledge – both theoretical and practical
- Demonstrate thinking that goes beyond the surface of issues or problems
- Make connections between what is discussed in class, readings, life experiences, and practice sessions in class
- Demonstrate graduate-level writing which is focused, well-organized and uses standard English conventions

\[ n/o = \text{Not Observable} \quad 1 = \text{Insufficient} \quad 2 = \text{Emergent/needs improvement} \quad 3 = \text{Basic proficiency} \quad 4 = \text{Outstanding} \]

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable/Insufficient (1)</th>
<th>Needs improvement (2)</th>
<th>Basic proficiency (3)</th>
<th>Target proficiency (4)</th>
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<tbody>
<tr>
<td>Reflective thinking n/o 1 2 3 4</td>
<td>Does not reflective thinking</td>
<td>Student demonstrates a narrow understanding of the topic discussed. Student makes conclusions without justification or exploration of multiple perspectives.</td>
<td>Student demonstrates a basic understanding of the topic discussed. Student is able to identify, and raise questions about concepts she does not fully understand. Student is able to justify his opinions and consider alternative perspectives.</td>
<td>Student demonstrates a deep understanding of the topic discussed. Student is able to identify, and raise questions about concepts he does not full understand and draws upon course readings and class discussions to propose answers. Student is able to reflect upon her own process of thinking and learning.</td>
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<tr>
<td>Connections to readings, coursework and experiences n/o 1 2 3 4</td>
<td>Reflections are irrelevant to topics discussed in the course. No connection is made to class readings, activities, or presentations.</td>
<td>Student makes some connection to coursework or experiences, but is unable to apply them to counseling/learning situations.</td>
<td>Student makes basic connections to coursework and experiences, and is able to apply them to counseling/learning situations.</td>
<td>Student draws interesting connections to coursework and experiences, and provides specific examples of how they have applied them to counseling/learning situations.</td>
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<tr>
<td>Topical relevance n/o 1 2 3 4</td>
<td>Reflections are not related to the purpose of the reflective essay.</td>
<td>Reflections are related to the purpose of the reflective essay, but include extraneous, unrelated information.</td>
<td>Reflections are related to the purpose of the reflective essay and include supporting and relevant content.</td>
<td>Reflections reflect and in-depth understanding of the purpose of the reflective essay, and the student draws connections between experiences and relevant theory.</td>
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<tr>
<td>Clarity of expression n/o 1 2 3 4</td>
<td>Reflections are poorly written and difficult to comprehend. Writing is not focused and errors in English language conventions distract from the meaning of the text.</td>
<td>Reflections barely reflect graduate-level writing and many are not logically organized. The topic of the writing is seldom clearly identified and there are numerous errors in usage and English conventions which distract from the meaning of the text.</td>
<td>Reflections reflect graduate-level writing and are logically organized. The topic of the writing is identified, but loosely focused. There are some errors in usage and English conventions, but they do not distract from the meaning of the text.</td>
<td>Reflections are well-written and organized. The topic of the writing is clearly identified and focused throughout the entry. There are very few or no errors in usage or English conventions.</td>
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COUNSELING SKILLS VIDEO CRITIQUE RUBRIC (SC-C.1 & SC-D.1)

STUDENT NAME_____________________________________________________________

n/o  = Not Observable  1 = Insufficient  2 = Emergent/needs improvement  3 = Basic proficiency  4 = Outstanding

n/o 1  2  3  4 - Responses to scaffolding questions

n/o 1  2  3  4 - Evidence of critical reflection, including an awareness of one’s own strengths and areas for improvement (SC-D.1)

n/o 1  2  3  4 - Demonstrates an understanding of how theoretical conceptualization relates to the application of concrete counseling skills and interventions (SC-C.1)

n/o 1  2  3  4 - Generates questions for further reflection and/or discussion

n/o 1  2  3  4 - Writing follows standard conventions and is clear to the reader

n/o 1  2  3  4 - Demonstrates basic counseling skills (overall evaluation)

n/o 1  2  3  4 - Listens attentively and empathically to both content and affect; demonstrates the skills needed to related to diverse individuals, groups, and classrooms; and communicates such (SC-D.1)

n/o 1  2  3  4 - Is genuine/authentic with the “client”

n/o 1  2  3  4 - Expresses warmth and care to the “client”

n/o 1  2  3  4 - Is able to reflect feelings and does so frequently

n/o 1  2  3  4 - Uses interpersonal strengths appropriately, including humor and self-disclosure

n/o 1  2  3  4 - Is able to tolerate and deepen the exploration of unpleasant affective expressions of the “client”

n/o 1  2  3  4 - Provides support to the “client” when appropriate

n/o 1  2  3  4 - Challenges the “client” when appropriate

n/o 1  2  3  4 - Is able to identify and address cognitive components of client issues

n/o 1  2  3  4 - Is able to identify and address affective components of client issues

n/o 1  2  3  4 - Is able to identify and address behavioral components of client issues
My Teaching Manifesto: A Declaration of Interdependence

When I reflect upon my life and contemplate the people who have most influenced me, I am struck by how many of them have been my teachers. I truly consider teaching to be a sacred profession – one with great privilege and, therefore, great responsibility. I feel fortunate to be an educator, and I will strive to bring my enthusiasm and passion for learning and inquiry into each lecture, class discussion, and dialogue with students. My goals are to guide, to inspire, and to be present in a way that communicates my respect for the process of inquiry, the role of community and dialogue in the learning process, and the importance of maintaining a humble sense of awe and wonder at the entire venture. To this end, I want to make my perspectives on teaching and learning explicit, so that we may discuss them and you may help me remain accountable to my intentions and commitments as a teacher. What I teach is powerfully influenced by my own continual learning and I attempt to learn from my students each time that I teach them.

My philosophy of teaching is fundamentally a perspective on learning and development - and all learning and development require a journey beyond that which is comfortably known or assumed. If the journey goes too far or proceeds too quickly, the learner may become lost and may retreat or become discouraged by the process. If the journey is too small or too slow, the learner may become bored or disengaged from the quest. When the journey affords an optimal dose of “developmental frustration” – the appropriate balance of what can be assimilated and what must be accommodated – people can explore the edges and horizons of new lessons and, hopefully, integrate them in a manner that enriches and expands their conceptual base camp. I believe that, optimally, this process continues endlessly, helping us lead actively-engaged, dynamic and ever-developing lives.

I will strive to create a community of inquiry in which all members, including myself, recognize the intersubjectivity between themselves, as well as the interdependence of teaching and learning. Thus, I encourage all of us to continually re-examine our embeddedness within various contexts, hopefully creating a space in which, and from which, we may shed more light upon our tacit and overly-conservative commitments to keep our thinking and understanding at its present level and order.

I hope to intentionally foster a feeling of safety and a willingness to take risks, which depends, in part, upon our capacities to respect differences of all kinds. Learning always involves novelty and expansion. Thus, we must be willing to renounce our grasping to our old ordering processes, even though they offer security by reinforcing the illusion that we “have the answers.” Practicing this, I hope to continually develop my pedagogical abilities such that I do not teach simply as a dispenser of information or “beacon of knowledge.” Rather, I desire to explore transformational learning experiments from first-, second-, and third-person perspectives and methodologies.

I hope to genuinely honor as many different views as possible, exploring their strengths as well as their limitations. I will strive to model openness and receptivity to critical feedback - especially regarding my assumptions and commitment to Integral Studies and other theoretical and practical disciplines to which I subscribe. Consonant with my commitment to integral/pluralistic inquiry, I aspire to honor body, mind, and spirit as they manifest in self, culture, and nature. I hope to communicate this intention with a variety of exercises and practices for first-, second-, and third-person experiences.

I expect all of us to give and receive feedback – both positive and constructive/critical – throughout the semester. This class is designed not only for you to learn specific content, but also to further your critical thinking skills. Thus, I will challenge you in class, but I will challenge your intellectual views and practical
interventions – not you personally. As such, I will ask you to support or justify your views and practices. I hope that both my communicative skills and your attitude toward learning allow you to not receive or perceive my challenges as personal. I have provided you with my intentions so that you may give me feedback as to how I am living up to my goals. In return, I hope that you make commitments of your own regarding your processes of inquiry and learning. Perhaps the following can serve as a guide for your own intentional commitments:

I hope that our experience together will be a catalyst for your own personal development. Such development always requires some discomfort and frustration. Thus, I am asking that you not run away from material or challenges that do not “fit” with your worldview. Whenever something strikes you intensely, I encourage you to reflect upon your reactions to it, as well as the material itself, rather than quickly discounting it. Avoiding the frustrating aspects of learning is, truly, an abortion of our own development. Instead of being preoccupied with “truth” and the “answers,” I want all of us to become much more interested in the process of continual inquiry – the art and science of asking, considering, and pondering important and relevant questions. Rather than settle for premature claims to truth, let us quest together, wary of overly simplistic answers and thinking. Together, we can discover more inclusive, encompassing, and compassionate ways of being, both within ourselves, and with one another.

I feel privileged to be a teacher of yours and I hope that our work together will communicate both the excitement and humility with which I approach this endeavor.

Sincerely,

Andre Marquis, Ph.D.