



**PY 561 Special Topics: Integrating Eastern Practices into
Psychotherapy & Study Abroad to India
3 Credit Hours
Fall 2019**

Course Introduction

Instructor:	Kristin Velazquez Kenefick, PsyD, RYT 500
Course Section #	PY 561 A
Course Meeting Day/Time	3 Saturdays 10am-4:50pm : September 7, October 12, November 16 Study Abroad to India December 26, 2018-January 4, 2019
Office and Hours:	309 Wells by appointment
Phone:	312-467-2303
E-mail:	kkenefick@thechicagoschool.edu
Course Website:	Canvas

Official Course Description:

This course will teach students the foundations of Eastern healing practices and the history/culture of India. Students will learn the philosophy of yoga and the application to anxiety, depression and trauma. Students will learn the Ayurvedic system of healing, and various meditation practices. By the end of the trip, students will be well versed to bring these evidence-based practices into their clinical practice to augment Western psychotherapy.

About the instructor:

Dr. Kenefick is a licensed Clinical Psychologist who has been practicing Psychology for over 20 years. She is certified in Deepak Chopra, MD's Perfect Health Ayurvedic Program, is a certified Yoga teacher at the 500 Level, and is a Yoga Therapist in training (expected 2018).

Institutional Learning Outcome, Program Learning Outcome, and Program Competency Addressed

Institutional Learning Outcome (ILO)

Intervention

Program Learning Outcome (PLO)

Intervention

Course Learning Outcomes (CLOs)

By the end of this course, students will be able to...

1. Demonstrate the ability to integrate yoga philosophy and simple yoga postures into psychotherapy.
2. Demonstrate the ability to teach basic breathing and meditation techniques to their clients in psychotherapy.

3. Demonstrate the ability to incorporate Ayurvedic lifestyle practices into psychotherapy.
4. Demonstrate an understanding and appreciation of the history and culture of India.

Required and Optional Texts and Electronic Reserves
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Required Texts

Title (APA Format)		

Required Books:

Basham, A.L (2014). The Wonder that was India. Picador, Indian ed edition. ISBN-10: 033043909X. Amazon \$12.95.

Broad, W.J. (2012). The Science of yoga: The risks and the rewards. Simon & Schuster, NY, NY. ISBN-10: 1451641435, \$12.14 Amazon

Chopra, D. (2001). Perfect Health: The Complete MindBody Guide. Three Rivers Press, NY, NY. ISBN-10: 0609806947. \$12.72 Amazon.

Emerson, D. (2015). Trauma-Sensitive Yoga in Therapy: Bringing the body into Treatment. W.W. Norton, NY, NY. ISBN: 978-0-393-70950-6. \$25.19 Amazon.

Shapiro, S. and Carlson, L. (2009). The art and science of mindfulness: Integrating Mindfulness into Psychology and the Helping Professions, American Psychological Association. ISBN-10: 1433804654 Amazon \$50.96.

Weintraub, A. (2004). Yoga for Depression: A Compassionate Guide to Relieve Suffering Through Yoga. Broadway Books. ISBN-10: 0767914503. \$12.43 Amazon

Weintraub, A. (2012). Yoga skills for Therapists: Effective practices for Mood Management. W.W. Norton & Company. NY, NY. ISBN-10: 03937072. \$22.26 Amazon

White, G. 2007. Yoga beyond belief: Insights to awaken and deepen your practice, North Atlantic Books. ISBN-10: 1556436467. Amazon \$15.64

Required Readings on either eReserve or Canvas

Check the files area in Canvas first before going to eReserves.

Optional but Recommended Texts and Readings

Class Schedule, Assignments, and Grading

Assignments and Grading

Attendance and Participation: Attendance at all class meetings is required. Special notification and arrangements must be made in advance with the instructor, or the final grade will be penalized. In addition, students are expected to be active participants. Students should notify the Instructor should they be unable to attend any class meetings. It is each student's responsibility to contact another student in the class to make up for missed content. Professional comportment on trip to India is included in this grade.

Points: 20

CANVAS Posts: Students will discuss questions related to South Asian/Indian culture on CANVAS during the weeks that class does not meet in person. See due dates on syllabus. Please post your reflection and respond to one other person's post. Please do not post to a student who has already had a reflection responded to. Please respond back to the second response to your post. All responses are due by 10am on the date listed on the syllabus. (Each weekly post is worth 3 points – **20 total**)

Personal Practice Assignment: For this assignment, pick a primary practice (either meditation or yoga) that you will practice 3-4 times per week. Pick a secondary practice (either meditation or yoga) that you will practice 2-3 times per week. Keep a log on an excel spreadsheet of your practices. Include the date, length of time, and quality of the practice over the course of the semester. Write a paper exploring your experience of each practice. Incorporate citations from ALL required readings over the course of the semester, and 4-6 additional references from journals or books outside of class. Citations should be in APA format. Discuss your interest and comfort in integrating these practices into your future clinical practice. Include any reservations you may have. Discuss the receptivity - or not - of clientele in your current practicum setting. Papers should be 7-10 pages. Be sure to check your paper for spelling and grammar. Due November 18, 2018 at 10am. Points: **20**

Video Reflection: Students will upload a 5 minute video reflection following the trip to India to Canvas. Further details on assignment will be given prior to trip. Due 1/43/19 at 90m via Canvas. **10 points**

Final Paper: Students will be given a case vignette of an adult client. Students will write a case assessment, conceptualization and treatment plan from an Eastern healing perspective. Students will incorporate readings from the semester, as well as the trip, in APA style. Paper should be between 10-15 pages. Due via canvas on 1/8/19 at 9am. **30 points**

Class Schedule

Week	Topic	CLOs	Readings and Assignments	Points	Assessment Method / Tool
	<i>(examples)</i>	<i>List the numbers of the CLOs</i>	<i>Must correspond with the reading list and description of assignments</i>	<i>Include points available for this assignment</i>	<i>Grading rubric or other tool</i>
1-2 In Class 9.8.18 10am-5pm	Introductions Course expectations and Syllabus Review Lesson 1 in Ayurveda: Body, Mind and Soul What is Mindfulness? How is it Applicable to Clinical Work? History of Yoga & Meditation Yoga as an evidence based practice Meditation as an evidence based practice	1-4	Broad Chs 1-3; Chopra Chs 1-5; Shapiro & Carlson Chs 1-4; White Chs 1-3 and 9		
3	Online Canvas Discussion: What are your expectations for the course? What is your experience with South Asian culture, Yoga, Ayurveda and Meditation?	1-4	Basham Ch. 1-2; Weintraub (2004) Chs. 1-2; Emerson Ch. 1	3	
4	Online Canvas Discussion: Compare and contrast what you are learning about South Asian/Indian culture with your own culture. Which values may be similar? Different?	1-4	Basham Ch. 3-4; Weintraub (2004) Chs. 3-4; Emerson Ch. 2	3	
5	Online Canvas Discussion: Compare and contrast your personal experience with religion/spirituality with those of Hinduism, Jainism, and	1-4	Basham Ch. 5-6; Weintraub (2004) Chs. 5-	3	

Week	Topic	CLOs	Readings and Assignments	Points	Assessment Method / Tool
	Islam. What are the similarities and differences?		6; Emerson Ch.3		
6-7 In Class 10.13.18 10am- 5pm	Lesson 2 & 3 in Ayurveda Perfect Health Does Mindfulness Help? Hatha Yoga Principles and Styles	1-4	Chopra Chs. 10-12 Shapiro & Carlson Chs 5-7; White Chs. 4-6		
8	Online Canvas Discussion: Compare and contrast Eastern and Western approaches to disease and illness. What are the strengths and weaknesses of each approach?	1-4	Basham Ch. 7-8; Weintraub (2004) Chs. 7-8; Emerson Ch. 4	3	
9	Online Canvas Discussion: Compare and contrast Eastern and Western approaches to healing and health. What are the strengths and weaknesses of each approach	1-4	Basham Ch. 9-10; Weintraub (2004) Chs. 9-10; Emerson Ch. 5	3	
10	Online Canvas Discussion: What are your hopes and concerns for the trip to India. How are you preparing yourself for some of the challenges? What do you hope will be some of the rewards?	1-4	Basham Ch. 11; Emerson Ch. 6-7	3	
11-12 In class 11.17.18	Lesson 4 & 5 in Ayurveda Perfect Health Workbook p. 36-51 Expanding the Mindfulness Paradigm Yoga as Healing, Chakras	1-4	Chopra Chs. 13-14; Shapiro & Carlson Chs. 8-10 White Chs. 7-8 & 10		

Week	Topic	CLOs	Readings and Assignments	Points	Assessment Method / Tool
13	Online	1-4	Personal Practice Paper Due	20	
14	Online	1-4	Reflection questions regarding the study abroad	2	
Dec 26, 2018	FLY from USA to India				
FRI DEC 27: USA - DELHI [-/-/-]	<ul style="list-style-type: none"> ● Arrive at Indira Gandhi International Airport; <i>Flight details TBD - not included</i> ● Upon arrival, proceed through customs and meet your assistant who will escort you to your private coach; transfer and check in to hotel in the vibrant city of Delhi ● Dinner on your own ● Overnight at The Royal Plaza or similar: http://www.hoteltheroyalplaza.com/ 	1-4			
SAT DEC 28 - DEHLI	<ul style="list-style-type: none"> ● Breakfast at hotel ● Head out for a day of guided sightseeing in Old Delhi; visit to Jama Masjid, the largest mosque in India and a beautiful representation of Islamic architecture; head to the nearby 17th century Red Fort, a UNESCO World Heritage Site constructed of red sandstone and marble by the Mughal Emperor, Shah Jahan; board pedicabs to experience the expansive 	1-4			

Week	Topic	CLOs	Readings and Assignments	Points	Assessment Method / Tool
	<p>Chandni Chowk, or Golden Street, once the royal market for the Mughal Empire and now a bustling bazaar</p> <ul style="list-style-type: none"> ● Afterwards, return to your coach and continue to Mahatma Gandhi's memorial, Rajghat ● Lunch on your own ● Visit Qutub Minar, India's tallest minaret, made of marble and red sandstone; drive past India Gate, the Presidential Palace and Parliament House ● Enjoy a Welcome Dinner at local restaurant ● Overnight at The Royal Plaza or similar 				
<p>SUN DEC 29: DELHI – AGRA – DELHI [B/-/-]</p>	<ul style="list-style-type: none"> ● ● Early morning transfer to train station to board train to Agra (4 hrs) ● ● Breakfast served on board ● ● Visit the magnificent Taj Mahal, built on the south bank of the Yamuna River by Emperor Shah Jahan as a tribute of love for his favorite wife, Mumtaz Mahal, in 1648 ● ● Lunch on your own ● ● Return trip to Delhi via private coach ● ● Dinner on own ● ● Overnight at The Royal Plaza or similar 	<p>1-4</p>			

Week	Topic	CLOs	Readings and Assignments	Points	Assessment Method / Tool
<p>MON DEC 30: DELHI – HARID WAR – RISHIK ESH [B/-/-]</p>	<ul style="list-style-type: none"> ● Early this morning, transfer to the train station to board your train to Haridwar [5 hours] ○ <i>Optional short morning flight to Haridwar (1 hour)- cost not included</i> ● Breakfast served on board ● Upon arrival in Haridwar, transfer via private coach to Rishikesh (1hr), a city situated along the banks of the River Ganges, renowned as a center for studying yoga and meditation ● Check in to hotel ● Afternoon and evening to rest and explore the area ● Lunch and dinner on own ● Overnight at the Divine Resort or similar: https://www.divineresort.com/ 	1-4			
<p>TUE DEC 31: RISHIK ESH [B/- /-]</p>	<ul style="list-style-type: none"> ● Begin your day with a yoga session from a yoga master and a meditation session ● Breakfast at hotel ● Take the rest of the morning to refresh ● In the early afternoon, visit the world famous Parmarth Niketan 	1-4			

Week	Topic	CLOs	Readings and Assignments	Points	Assessment Method / Tool
	<p>Ashram; learn about Hinduism and life in an ashram, and if possible, engage with one of the sadhus or priests</p> <ul style="list-style-type: none"> • Engage in service at the ashram to contribute to Ashram life • Watch a prayer ceremony at sunset on the Ganges ghat (river embankment) • Lunch and dinner on own • Overnight at Divine Resort or similar 				
<p>WED JAN 1: RISHI-KESH [B/-/-]</p>	<ul style="list-style-type: none"> • Enjoy a start to the day with another session of yoga and meditation • Breakfast at hotel • Visit two different yoga centers in Rishikesh; meet and learn from yoga masters • Afternoon and evening free at your leisure • Lunch and dinner on your own • Overnight at Divine Resort or similar 	<p>1-4</p>			
<p>THU JAN 2: RISHI-KESH [B/-/-]</p>	<ul style="list-style-type: none"> • Morning yoga and meditation sessions • Breakfast at hotel • Depart for the mountains via coach to meet member of the Naga 	<p>1-4</p>			

Week	Topic	CLOs	Readings and Assignments	Points	Assessment Method / Tool
	<p>Sadhus, a revered group of religious ascetics who reside in the Himalayan Caves; enjoy this unique learning opportunity and learn about Hinduism, philosophy, religion and more</p> <ul style="list-style-type: none"> • Engage in service learning with the Naga Sadhus to contribute to the functioning of their community • Enjoy your free afternoon • Lunch and dinner on your own <p><i>*Optional evening yoga session- cost not included</i></p> <ul style="list-style-type: none"> • Overnight at Divine Resort or similar 				
<p>FRI JAN 3: RISHI- KESH [B/-/D]</p>	<ul style="list-style-type: none"> • Morning yoga and meditation sessions • Breakfast at hotel • Free day to relax or explore with lunch on your own <p><i>*Optional half-day visit to Kunjaburi Devi Temple (1hr); climb flight of steep steps to main Hindu pilgrimage site and enjoy an open-air yoga class with panoramic views of the surrounding Himalayan peaks- cost not included</i></p>	<p>1-4</p>	<p>Record your video reflection of the trip</p>	<p>10</p>	

Week	Topic	CLOs	Readings and Assignments	Points	Assessment Method / Tool
	<ul style="list-style-type: none"> ● In the evening, enjoy a Farewell Dinner at hotel ● Overnight at Divine Resort or similar 				
SAT JAN 4: RISHI- KESH - DELHI [B/-/-]	<ul style="list-style-type: none"> ● Early morning yoga session ● Breakfast at hotel ● Transfer via coach to domestic airport in Dehradun (1.5hrs) for flight to Delhi (1hr) ● Upon arrival in Delhi International Airport, pick up your luggage and go through security to catch your return flight back to the USA; <i>flight details TBD</i> 	1-4			
WED JAN 8 9am		1-4	Final Paper due via Canvas	30	

Exertion level area	Exertion Rating (1-5)	Description of Exertion
Walking/Climbing/Stairs	2-3	Most days students will be walking on tours around the city. The sidewalks will not always be level, and there may be some inclines and declines.
	4	We will be taking several walking tours of the cities. It is expected that we will be walking approximately 5 miles on this day. All students should expect to participate, unless they are physically unable to participate.
Biking	0	None
Lifting/Digging/Working	0	None
Transportation	2	Students will primarily be utilizing private transportation buses and trains. It is likely that transportation and some buildings will NOT be ADA accessible, and may be very crowded during the day and may be crowded/ standing room only.

Grading

Final course grades will be assigned as follows:

Letter Grade	Percentage Cutoff	Point Range
A	93-100	
A-	90-92	
B+	87-89	
B	83-86	
B-	80-82	
C	70-79	

Statement on Final Grades

Some courses may use online course management software, such as Canvas, as a key component in the course experience. Such software may record grades for individual assignments for both the instructor and the student, as well as tabulate a cumulative grade based on the grading criteria for the course. However, the only official source for final grades is the Academic Portal.

Program Policies and Procedures

General Policies and Procedures for the Clinical PsyD Program at the Chicago Campus of the Chicago School of Professional Psychology may be found in the current [Program Guidebook](#) and [TCSP Catalog](#).

IMPORTANT: Please, no surfing the web, or texting, during class.

The syllabus is subject to amending due to semester circumstances and class review. Although the syllabus is a template for the semester, please take note of any announced changes in the readings due to needed adjustments to the schedule.

Attendance

The Department expects attendance and timely arrival for class from all students. Expectations of professional behavior require that the student be present for each class meeting. In the event of an emergency or medical situation necessitating an absence, students are expected to update the instructor at least 24 hours prior to or following an absence with some explanation of the absence, and a plan indicating the student's responsibility to master the course material missed. Students are expected to follow institutional policy for absences related to religious observation or military service.

Complete and Final Work

Under extremely rare circumstances, an instructor may allow a student to submit an assignment after a due date, but it would also be rare to give full credit in such an instance. Assignments turned in on the syllabus due date are considered "complete and final" work products: as such students are typically not given the opportunity to re-submit assignments to improve or complete them for credit. Extra credit work at the doctoral level may be assigned to allow a student to demonstrate remediation of a knowledge or skill deficiency but cannot be used to improve a previous assignment grade.

Confidentiality Requirement

In this class, at times we may discuss details of clinical work or review client case materials as examples of course concepts. In accordance with the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct, reasonable precautions must be taken to protect confidential information.

"Psychologists do not disclose in their writings, lectures, or other public media confidential, personally identifiable information concerning their client/patients, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless 1) they take reasonable steps to disguise the person or organization, 2) the person or organization has consented in writing, or 3) there is legal authorization for doing so. (APA Ethics Code 2002, 4.07)

As a result, in their discussions and course materials, instructors will remove or alter any details that could identify actual clients. Students also at times may bring to class real world and work experiences in order to enhance their own and others' learning. Students are similarly expected to protect the privacy and confidentiality of such information and materials. All students are expected to maintain all related notes and handouts from such classes in a professional manner. Failure to do so may result in referral to the Student Affairs Committee.

Evidence Based Practice

The Clinical PsyD Department of The Chicago School follows the recommendations of APA's 2005 policy on incorporating evidence-based practices in its curriculum. Evidence-based best practice integrates three essential factors: (1) The best available research evidence bearing on the efficacy and effectiveness of clinical interventions with (2) Clinical judgment and expertise, and (3) client preferences and values." In addition to this definition we concur with the APA's position paper on Evidence-Based Best Practices (2006) regarding the diversity of methodologies and evidences available for rigorous, sound practice.

Student self-disclosure in classes

In accordance with the American Psychological Association (APA, 2002) Ethical Principles and Code of Conduct Standard 7.04, students should be aware that some courses enrolled in by all Clinical Psychology students may require disclosure of certain personal information related to the student's ability to understand the purposes of these courses and their application to the effective practice of clinical psychology. For example, students may be asked to relate personal experiences to particular therapy concepts or processes. Faculty and training staff will assist students in exploring and understanding how relevant parts of the student's history and personal qualities affect clinical and other professional relationships, and therapeutic interactions and interventions. The program sees such exploration as an important part of the process of becoming an effective clinician. This exploration may also include identifying and processing student cohort dynamics, with the objective of helping the student develop professional, collegial relationship skills. Students can be expected to examine and discuss issues such as how personal characteristics and interpersonal styles affect professional group functioning, addressing and resolving conflicts, and addressing power differences within professional groups. In addition, consistent with APA Ethics Code Standard 7.04 requirements, students may also be required to disclose certain personal information, subject to appropriate confidentiality safeguards, when the clinical faculty considers the disclosure of such information necessary to evaluate a student who's observed personal problems could reasonably be judged to be preventing the

student from competently performing training or professionally-related activities. These disclosures will occur in private and confidential consultation with faculty members unless a student voluntarily chooses to make them in a class setting.

Institutional Policies CLICK HERE FOR SYLLABUS PART 2: POLICIES	
INTRODUCTION	
<ul style="list-style-type: none"> • COMMITMENT TO DIVERSITY 	
ACADEMIC POLICIES AND PROCEDURES	
<ul style="list-style-type: none"> • CLASS CANCELLATION • CREDIT HOUR • GRADING POLICIES <ul style="list-style-type: none"> ○ ADMINISTRATIVE GRADES <ul style="list-style-type: none"> ▪ INCOMPLETE • LEAVE OF ABSENCE <ul style="list-style-type: none"> ○ MILITARY LEAVE OF ABSENCE 	
FINANCIAL AID AND STUDENT ACCOUNT POLICIES	
STUDENT RIGHTS AND RESPONSIBILITIES	
<ul style="list-style-type: none"> • ACCESSIBILITY ACCOMMODATIONS • STUDENT CONDUCT <ul style="list-style-type: none"> ○ ACADEMIC INTEGRITY ○ PROFESSIONAL COMPORMENT • RELIGIOUS ACCOMMODATIONS • TECHNOLOGY <ul style="list-style-type: none"> ○ ELECTRONIC COMMUNICATION ETIQUETTE ○ USE OF COMPUTING RESOURCES 	
STUDENT SERVICES, HEALTH, AND SAFETY	

Student Academic Supports and Resources

STUDENT PORTAL FOR UNIVERSITY RESOURCES

my.thechicagoschool.edu

The student portal is a place where you can find quick links to the below resources in one place.

ACADEMIC CATALOG AND STUDENT HANDBOOK

<http://catalog.thechicagoschool.edu/>

BOOKSTORE

Access to the bookstore is found at: <http://thechicagoschool.textbookx.com>.

CANVAS SUPPORT

If you need help accessing your course and materials in the Canvas system, the following resources may be of assistance:

- 1) Search the Canvas Guides which have a plethora of detailed videos, step-by-step instructions, and links: <http://guides.instructure.com/>
- 2) Access the community user boards and discussions.
- 3) Ask HelpDesk:
 - a. Submit a ticket with your question or issue by filling out the form provided in the course.
 - b. Contact the Help Desk by phone: 855-745-8169
 - c. Have a live IM chat with a HelpDesk representative.

IT SUPPORT

Students may contact HelpDesk by:

Phone: (800) 747-8367

Email: helpdesk@tcsedsystem.edu

Website: <http://helpdesk.tcsedsystem.edu>

Hours

Weekdays	7:00 am to 9:00 pm
Weekend	9:00 am to 5:00 pm

If you submit an email or leave a voicemail afterhours, the Help Desk will reply the next day. The Canvas Help Desk and the self-service [password reset](#) portal are available 24 hours a day.

LIBRARY RESOURCES

Access to The Chicago School Library and additional resources is found at each of the homepages for the Campus libraries:

- Chicago (and Online campus): <http://chi.librarypass.org/>

Patrons can access articles via the Search our Databases portal or search for books, test kits, and videos via the Search our Catalog portal.

NATIONAL CENTER FOR ACADEMIC & DISSERTATION EXCELLENCE (NCADE)

A. Academic Success Programs – pre-dissertating student support

Contact: writing@thechicagoschool.edu

- Onboarding and Orientation
- Writing Assessment Process and Academic Writing Seminar
- One-on-one writing consultations (on-the-ground and online)
- Time management and learning style consultations
- Presentations on APA writing style and formatting

B. Dissertation Writing Experts (DWEs) and Methodology Experts (MEs) - Dissertating Student Support

Contact: ncade@thechicagoschool.edu

- Writing
- APA
- Methodology
- One-on-one writing consultations (on-the-ground and online)
- Editorial and methodological support with the IRB application prior to submission to IRB
- Manuscript Preparation (formerly copyediting)
- Writing, methodological and professional development webinars