

# COLLEGE OF ST JOSEPH

## Division of Psychology and Human Services

### Course Outline (Graduate)

**COURSE NUMBER:** GPS560B Spring 2011 **CLASS TIME:** Thursday 7:00 – 9:30 p.m.

**COURSE TITLE:** **Individual and Social Change Through Compassion**

#### **COURSE DESCRIPTION:**

How can we make a difference in the world today? Throughout history writers and great leaders have talked about making a difference by reducing suffering through the use of compassion. This has sometimes been called “The Golden Rule” and, in some form, is found in many of the world’s great religions. Compassion is also linked to the helping professions, e.g., teaching, therapy and medicine. This class will explore the questions: What do we know about compassion? Can compassion be taught? How can it help make a difference in the world? How is it linked to faith and to healing? Compassion is also linked to action, to social change and to individual change. The ties between compassion and both individual and social change will be explored, including the following topics: “death denial”, discrimination, violence, the impact of the media and technology, substance abuse, health promotion, family health (including the elderly), and cultural reform. These topics will be examined historically and in present time. The roles and responsibilities of individual citizens in general, and professionals in business, education and the helping professions in particular, will be explored as they relate to the links between compassion and social change. A broad range of sources across disciplines will be used to explore this fundamental idea of how to make a difference in the world. The class will be seminar format and each student will be required to explore a topic in depth, including field work, and present it.

#### **INSTRUCTOR:**

W. David Hoisington, Ph. D.

#### **OFFICE HOURS:**

arrange with the professor

#### **EMAIL:**

[dhoisington@csj.edu](mailto:dhoisington@csj.edu) or [healertalk@comcast.net](mailto:healertalk@comcast.net)

#### **RESOURCES:**

##### **REQUIRED TEXTS:**

Information on the website [www.CompassionSpace.com](http://www.CompassionSpace.com)

Videos: PBS: “A different way to heal” and Discovery: “Placebo: Mind over Medicine”

##### **RECOMMENDED TEXT:**

“Passionaries: Turning Compassion into Action” by Barbara Metzler

THIS WILL BE ON RESERVE AT THE LIBRARY

#### **GOALS AND OBJECTIVES:**

At the conclusion of this course the student will be able to:

1. Develop essential knowledge of compassion as an agent of change.
2. Relate this knowledge to their personal understanding of the field of psychology.
3. Recognize and understand the need for and value of compassion and related research and learn how to be a strong voice for compassion.
4. Identify the scope and impact of compassion on society.

**TENTATIVE COURSE OUTLINE:**

<b>DATE</b>	<b>PROPOSED CLASS WORK</b>	<b>ASSIGNMENTS*</b>
01/13/11	INTRODUCTION TO THE COMPASSION WEBSITE AND THE CLASS REQUIREMENTS	HOMEWORK: READ THE THEORY OF COMPASSION DEVELOPMENT, THE 7 ASSUMPTIONS AND THE INTRO TO THE "HANDBOOK" .
01/20/11	DISCUSSION OF THE BASICS	BRING IN A TOPIC IDEA FOR RESEARCH AND IT MUST BE LINKED TO THE ABOVE - WATCH THE 2 VIDEOS.
01/27/11	DISCUSSION OF "THE HEALING RELATIONSHIP"	READ INTRO AND CHAPTERS 1 AND 2 OF "THE HEALING RELATIONSHIP" <b>AOL #1 IS DUE</b>
02/03/11	DISCUSSION: FUNDAMENTALS OF COMPASSION	READ THE PAPERS ON THE FUNDAMENTAL OF COMPASSION (ONES WITH *)
02/10/11	CLASS REVIEW AND DISCUSSION OF RESEARCH	HAVE YOUR INTERVIEW IDEA READY. DISCUSS INTERVIEW IDEAS
02/17/11	DISCUSSION OF FAITH AND COMPASSION	<b>OUTLINE FOR RESEARCH PAPER DUE</b> READ INTRO, CHAPTERS 1, 2, AND 3 OF "MYSTIC RELATIONSHIP"
02/24/11	THE IDEA OF RADIANT COMPASSION	READ INTRO AND CHAPTERS 1 OF THE "ULTIMATE RELATIONSHIP" <b>AOL#2 DUE</b>
03/03/11	REVIEW OF "THE PASSIONARIES"	BRING A STORY OF ONE "PASSIONARY" THAT YOU LIKE TO PRESENT IN CLASS (AND DO A LITTLE EXTRA RESEARCH)
03/10/11	REVIEW OF "THE PASSIONARIES"	<b>START WORKING ON THE FIRST DRAFT</b>
03/17/11	READ AND DISCUSS IN CLASS "THE COMPASSIONATE JOURNEY"	<b>FIRST DRAFT OF RESEARCH PAPER DUE</b> BRING A COPY OF "THE COMPASSIONATE JOURNEY"
03/24/11	SPRING BREAK	ENJOY!
03/31/11	READ AND DISCUSS IN CLASS "THE COMPASSIONATE JOURNEY"	<b>SECOND DRAFT OF RESEARCH PAPER DUE AND AOL # 3 IS DUE</b> BRING A COPY OF "THE COMPASSIONATE JOURNEY"
04/07/11	READ AND DISCUSS IN CLASS "THE COMPASSIONATE JOURNEY"	BRING A COPY OF "THE COMPASSIONATE JOURNEY"
04/14/11	PRESENT RESEARCH PAPERS	<b>ORAL PRESENTATIONS DUE</b> <b><u>FINAL DRAFT OF RESEARCH PAPER IS DUE</u></b>
04/21/11	PRESENT RESEARCH PAPERS	<b>AOL#4 IS DUE</b>
04/28/11	FINAL EXAM	<b>GROUP DISCUSSION</b>

**\*ALL ASSIGNMENTS ARE DUE THE DAY ON WHICH THEY ARE LISTED**

## **COURSE REQUIREMENTS:**

### AOL/Journal Entries

4 in-class assignments are to be submitted at the end of the first four classes. These **MUST** be focused on self compassion, mixed with thoughtful consideration of the topics covered in class. These entries are to be at least two type-written pages (double space) in length and sent by email to the professor on the assigned date. The final AOL should be at least 4 pages and is to include a summation of the experience including its application to personal and professional development.

### Compassion Application Paper

This needs to include research on a compassion topic of your choosing/interest, that is related to the information on the website [www.CompassionSpace.com](http://www.CompassionSpace.com) This paper needs to be a minimum of 10 double-spaced typed pages and include 8 references – half of which need to be papers/book from the above website. The paper **MUST** integrate ideas presented on the above website. Papers will be **graded using the mastery approach\*** to learning. At the graduate level an interview is expected to be part of this paper and so is research on a passionary related to the topic. Guidelines for the paper are listed below:

- 1) There is just one paper for the entire course, and as such it is meant to be substantial. Like 3 normal papers combined.
- 2) It is to be a model of how research can be presented on the internet. Please also be sure to reference the material you read for this class. Put in the actual links! You should have at least 10 of these as we covered so much material that you can choose from. Any links that you do put in make sure that they are blue and underlined when you are done, which means that a hyperlink has been made. This material **MUST** be integrated into your paper, supporting your topic, and not as a separate discussion.
- 3) It is to be a contribution to the field of knowledge about compassion.
- 4) Make sure your formatting is correct.
- 5) You should have an introduction section. It doesn't have to be labeled as such. Here you will say what is going to be in the paper (in general) and how you came to be interested in writing it.
- 6) This should be followed by a "Defining Compassion" section that may include how that is applied to your topic.
- 7) Main body of the paper has two sections 1: Compassion and Your Topic and 2: What can be done (much of your interview and the passionary might be in this section, although parts of the interview can be used throughout).
- 8) The end of the paper will have Summary and Conclusions and References Cited.
- 9) If you are citing other references besides stuff from [www.compassionspace.com](http://www.compassionspace.com) then please look for a link to an abstract and then add that (as a **footnote** or in the body) to help people find the material. Remember that you are not only providing an informative document about compassion, but you are also providing an example or what academic internet document sharing might look like.

\*The mastery approach is one where the professor continues to return the paper to the student until it has reached B level competence. The student has the option of resubmitting

to seek a higher level of competence (and A). Because of this format there are **penalties** for late paper assignments.

### Compassion Research Presentation

The student will also give an oral presentation on their compassion research paper to the rest of the class. The student is to present in a creative format and provide educational materials for the class.

### Class Participation

The class will use a seminar format where student input will be required. Be prepared to be asked to provide input at each class. Regular attendance and active participation in discussions and learning activities **is required**.

### **MISSION STATEMENT – Writing Across the Curriculum:**

Dedicated to the proposition that the ability to write effectively is an important life skill, the faculty of the College of St. Joseph advocates writing across the curriculum for all students as a vehicle to develop good writing habits. Writing across the curriculum enhances student success by encouraging writing to learn and learning to write in all academic disciplines, recognizing a diversity of needs in society. Developing these skills is incorporated in course work throughout the curriculum in a manner that promotes writing as a valuable and enjoyable means of learning.

### **EVALUATION:**

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

The evaluation process uses the Mastery Approach. No grade is given on any written assignment until it has reached B level competence. Since every student is unique in their learning style the requirements to meet competence are communicated between student and professor, mostly by email. This is done with every written assignment.

The mastery approach is one where the professor continues to return the paper to the student until it has reached B level competence. The student has the option of resubmitting to seek a higher level of competence (an A). Because of this format there are **heavy penalties** (one entire grade, for example the maximum grade you could receive for a late paper would be a B, reduced down from the maximum of an A). This same penalty

applies to submitting a paper that is grossly missing the fundamentals required of the assignment as outlined above.

This approach is described in more detail on the professor's CSJ web page. The student is encouraged to read the material on this web page and ask questions.

Course grading criteria is as follows:

4 AOL/Journal Entries	10%
Compassion Research Paper	50%
Compassion Presentation	20%
Participation	20%

**Please note:** The mastery concept is applied in the evaluation of all assignments. This approach is an individual evaluation of each students progress based on their approach and learning style.

### **COURSE POLICY:**

**Late Assignments:** All out of class assignments must be turned in to the instructor at the beginning of class on the due date. Assignments that are late will be penalized.

ADA/Disability Statement: If you require an accommodation based on a disability, I would like to meet with you in private during the first week of the semester. This meeting would address the reasonable accommodations that you could receive within my class.

### **GRIEVANCE POLICY:**

A student who has concerns regarding any aspect of the course is encouraged to seek resolution by implementing the following process in the order outlined.

- a. Consult with the instructor to resolve the issue in question.
- b. If no resolution is achieved, address the issue with the Division Chairperson.
- c. If a resolution is not attained, consult the Vice President of Academic and Student Affairs.

Should the student so desire, he or she may seek the guidance of his/her academic advisor to facilitate the process outlined above.

### **POLICY ON PROFESSIONAL BEHAVIOR:**

It is expected that during all aspects of their involvement with the College and Division of Psychology and Human Services programs, services, and activities, all faculty, staff, and students will display appropriate professional demeanor; including active listening skills, respect for divergent views and opinions expressed by others, and sensitivity to the feelings of other members of the College community. Unprofessional behavior will not be accepted and will be addressed, as appropriate, with any person engaging in such behavior, in accord with the College Handbook, Student Handbook and other College policies, and may result in removal from class and /or group meetings, course failure, referral to the appropriate undergraduate or graduate committee, and/or to the Vice President for Academic and Student Affairs. A pattern of such behavior may be cause for recommendation of termination or dismissal from the program.

### **POLICY ON STUDENT LEARNING OUTCOME OBJECTIVES:**

The first responsibility of the College of St. Joseph is to provide quality educational programs, and to ensure that when you graduate, you possess particular skills, capacities, aptitudes,

knowledge, and abilities that will enable you to fulfill your personal and professional aspirations, think creatively, assume positions of leadership, and offer unique contributions to the world. As part of our college-wide efforts to foster continuous improvement in our programs and services, *Characteristics of a College of St. Joseph graduate* and *Student Learning Outcome Objectives* have been defined by the faculty in each Division, and a comprehensive assessment process has been developed to measure the extent to which those objectives are being met by various courses and educational experiences in each degree program.

This course has been identified as being of particular importance in helping to accomplish the student learning outcomes, which we have established for our students. As such, certain assignments which students in this course complete are evaluated by a committee of faculty members, on an assigned, four year cycle, after the end of the spring semester and graduation in May of each year. The intent of this evaluation is not to evaluate any one particular student, but to assess the extent to which students as a group have accomplished learning outcomes, which have been defined for the course. For further information regarding our student learning outcome assessment process or results, please contact: Dr. Craig W. Knapp, Chairperson of the Division of Psychology and Human Services or the college President.

Students in the School Counseling program should become thoroughly familiar with the theme of the School Counseling program at the College of St. Joseph, ***The theme of the School Counseling Program is to develop holistic school counselors through an emphasis on self awareness, ethical and moral behavior, a developmental approach to the acquisition of a solid theoretical and scientific knowledge base, professional competencies, and a commitment to the community, service to others, and issues of social justice.***

Students in the School Counseling program should also pay particular attention to and focus on developing and applying the knowledge and performance standards in the Vermont Department of Education Endorsement Requirements for School Counselors as well as the Five Standards and 16 Principles for Vermont educators and Grade Expectations, which are expected to be addressed during this course. A copy of the expected Vermont state standards which have been identified for this course is attached at the end of this syllabus.