CNEP 5323 COUNSELING FOR HOLISTIC WELLNESS

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Semester: Spring 2020
Class Date: Monday
Class time: 4:20-6:50
Class Location: IH 142

Course Description

CNEP 5323: Counseling for Holistic Wellness (3 SCH). This course provides an introduction and critical review of contemporary theory and research in models of holistic wellness including consideration of experiential and interventions that address lifestyle variables. The course also discusses the role of the professional counselor as interventionist in a variety of applied settings in assisting clientele in moving toward optimal health (not just absence of illness), through an integration of physical, psychological, social, spiritual and personal choice components of physical health and lifestyle management. There are no prerequisites for this course.

Rationale

This course is designed to provide the learner with an in-depth knowledge of contemporary research in Wellness Counseling and Research including principles of program design for clients in a variety of clinical/counseling settings. Contemporary research in wellness and developmental counseling approaches to lifestyle management will be drawn from a broad theoretical spectrum including work in Counseling, behavioral medicine, and health and positive psychology.

Instructional Methods

Course content will be presented using multiple teaching strategies including lecture and discussion, exploration and inquiry, field experiences, cooperative group work, demonstrations, role plays, and/or presentations.

Learning Objectives

This course is designed to meet 2016 CACREP entry-level specialty area standards (Section 5) for counseling. The following standards represent the learning objectives established for this course. Upon completion of the course, students will be knowledgeable of:

CACREP Standard 5-A-2-f: role of wellness and spirituality in the addiction recovery process
[Students will achieve a score of 80% or higher on getting informed and topical boot camp assignments]

Major Course Requirements

1) Classroom Participation
Each classroom session will include:

- Experiential Wellness & Stress Management Practice (10-20 minutes).
- Processing of the experience (10-20 minutes)
- Lecture/Presentation focused on the theoretical foundation (40 minutes)
- Applicable Research/Evaluation and Design Principles (50 minutes)
- Closing and Wrap-up (10-20 minutes)

In addition, activities in the three domains of knowledge base, personal reflection and growth, and professional growth and counseling skill practice are designed to help students meet expected learning outcomes for this course.

Each student will be required to participate and demonstrate competency on activities/assessments from each of the domains: Knowledge base, Personal Reflection and Growth, Professional Growth and Skill Practice.

2) Knowledge Base of Wellness and Counseling for Holistic Wellness

Getting informed of the Facts: Students will be asked to complete 2 on-line quizzes (comprehension checks). These are probes to assess student comprehension from independent reading assignments and lecture material. These will each consist of a number of objective items as well as short answers designed to assess student understanding of course material. Performance on these three assessments will be scored according to the accuracy of objective responses. Points will be assigned as to the percentage of correct responses and multiplied by the total (10 points available for each quiz (10 points each X 2) = 20 Points total.

Spreading the Word: Content based presentation and 7-10 page APA write-up in the form of an annotated bibliography of a contemporary issue or application of wellness concepts in a counseling setting (see example format below; 20 points)

Article summary presentation and discussion (Topical Bootcamp): Students will also be asked to present and facilitate a discussion of at least one supplemental article assigned by professor (10 points for discussion facilitation). Students will be required to present a 15-20 minutes article summary and lead on a classroom discussion related to implications for counseling for holistic wellness. These presentations will be in the form of a professional meeting designed as a Wellness Fair (topic to be approved by instructor and format TBA)

3) Personal Reflection and Growth

Personal Checkup: Design a Personal Wellness Plan based on self-assessed goals developed from classroom activities and discussion. The plan should be based on an “authentic self-assessment” and designed to increase your wellness over the time of enrollment in the course. Each student will be required to monitor and document their personal progress on a personal log. Each student will be encouraged to “buddy-up” with another person (not the volunteer described below) with someone interested in working together on specific wellness goals. Performance on this assignment will be evaluated on student participation and not strictly on any specific
progress on the plan. **Student earn participation points by demonstrating regular monitoring at least 1 weekly log entries each week (minimum of 12), and a final written summary of progress (15 points for a completed wellness plan)**

**Our Space Blog:** Each student will be responsible for participating in an on-line holistic wellness community forum (E-Wellness) facilitated through the university supported Blackboard platform. Students will be required to complete personal blog/discussion board entry on line based on instructor generated prompts and responses to contemporary issues in wellness theory and practice. These will be posted for student reflection from all class members. The students will be required to comment specifically to at least 5 blog entries of their classmates during the tenure of the course (5 points for active participation by commenting on at least 5 blog entries of others during the tenure of the course)

4) **Professional Growth and Holistic Counseling Skill Practice**

**Reaching Out:** Students will be required to recruit at least one person (not enrolled in the classroom) to work with on development and monitoring of a wellness plan. This can be a family member, friend or acquaintance or coworker, or classmate not enrolled in this class.

Students will utilize holistic wellness counseling tools and templates designed and customized in class. The wellness plan must demonstrate an understanding contemporary model of wellness to collect information from their volunteer

Each student will be expected to conduct and document at least once weekly check in and document in snapshot format the progress of their volunteer (25 points).

**Working in a small group:** This course involves a substantial experiential component. Students will be asked to be WILLING and OPEN to Participation in classroom-based exercises including physical, contemplative and roleplay activities designed to teach best practices in wellness counseling. Students will earn full participation points for attendance and engaging in activities in class (5 Points)

**Point Allocation**

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Getting informed of the facts (2 @ 10 points each)</td>
<td>20</td>
</tr>
<tr>
<td>Spreading the word</td>
<td>20</td>
</tr>
<tr>
<td>Topical bootcamp</td>
<td>10</td>
</tr>
<tr>
<td>Personal checkup</td>
<td>15</td>
</tr>
<tr>
<td>Our space blog</td>
<td>5</td>
</tr>
<tr>
<td>Reaching out</td>
<td>25</td>
</tr>
<tr>
<td>Working in a small group</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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**Grade Distribution**
Required or Recommended Readings

Textbook:


Recommended or supplemental readings:


State Adopted Proficiencies for School Counselors

School Counselor Standard I: Learner-Centered Knowledge
The professional school counselor must have a broad knowledge base.

School Counselor Standard II: Learner-Centered Skills
The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in The Texas Model for Comprehensive School Counseling Programs.

TExES Competencies (COE)

Competency 001 (Human Development): The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

Competency 002 (Student Diversity): The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors Affecting Students): The school counselor understands factors that may affect students’ development and school achievement and applies this knowledge to promote students’ ability to achieve their potential.

Competency 006 (Counseling): The school counselor understands how to provide effective counseling services to individuals and small groups.

Course Policies

Attendance
Attendance during class periods is necessary for an optimal learning experience for oneself and peers. Absences for university approved reasons will be accepted and considered when arranging for make-up credit. Unexcused absences will have a direct impact on grades as normally these absences result in the forfeiture of points available for earning on the day of absence. Students will be responsible for make-up of all the missed work on days of their absence. Experiential exercises are an important component of the class some of which will require an alternate assignment to substitute for experiences missed. The alternative assignment will involve an activity/assignment commensurate in time and learning objectives to the one missed. All make ups must be arranged individually with the instructor.

Communication
Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which I will communicate with you throughout
the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect a response to their questions from me within 48 hours (excluding weekends & university-recognized holidays).

Late Submissions of Student Work and Make-up Exams

Assignments are due during the periods designated for the course to meet. Overdue work will be deducted the equivalent of one letter grade each day tardy. No late work will be accepted beyond the last class day for the semester. Make-up exams must be scheduled within one week unless exceptional and verified circumstances apply.

Cell Phone/Electronic Device Usage

Cell phones and electronic paging devices are to be silenced during class times. Students serving on emergency call are to notify the instructor.

Required Method of Scholarly Citations

Other than informal journal writing or similar assignments, all written work is to be typed and comply with the APA (6th Edition) writing and publication guidelines. Failure to follow APA guidelines may result in significant point reduction. Work will be evaluated for style, content, grammar, spelling, and syntax.

Classroom/Professional Behavior

The ability to work in small groups is an integral aspect of this course. Consistent participation, shared assumption of responsibility, and cooperative presentation of the group assignment are expected.

Extra Credit

As a rule, extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points without just cause or to assign alternative/additional work for credit will be denied.

Academic Integrity and Plagiarism

TAMUCC Graduate Catalogue (please refer to current version)

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism (plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned
to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:

- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning grade of "F" to work in question
- Assigning grade of "F" for course
- Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, YOU must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Simply discontinuing your attendance and participation WILL NOT automatically result in you being dropped from the class. June 15th is the last day to drop a course with an automatic grade of “W” this term.

Classroom/Professional Behavior
Texas A&M University-Corpus Christi, as an academic community, requires everyone to respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc. Since this is an online course, please practice proper netiquette and respect the experience of all students enrolled in the course.

Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high quality educational experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01 Student Grade Appeal Procedures. Documents are accessible through the University Rules Web site at http://academicaffairs.tamucc.edu/rules_procedures/ For assistance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact Disability Services for assistance at (361) 825-5816.
Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue using Blackboard and/or e-mail. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., e-mails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Tentative Course Schedule (Summer 2018)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Assigned Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>**Week 1</td>
<td>Introduction and critical review of contemporary theory and research in models of holistic wellness</td>
</tr>
<tr>
<td>Dates</td>
<td></td>
</tr>
<tr>
<td>**Week 2</td>
<td>Experiential activities and interventions that address lifestyle variables</td>
</tr>
<tr>
<td>Dates</td>
<td></td>
</tr>
<tr>
<td>**Week 3</td>
<td>Role of the professional counselor as an interventionist in a variety of applied settings</td>
</tr>
<tr>
<td>Dates</td>
<td></td>
</tr>
<tr>
<td>**Week 4</td>
<td>Achieving optimal health (not just absence of illness)</td>
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<tr>
<td>Dates</td>
<td></td>
</tr>
<tr>
<td>**Week 5</td>
<td>Integration of physical, psychological, social, spiritual and personal choice components of physical health and lifestyle management</td>
</tr>
<tr>
<td>Dates</td>
<td></td>
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</tbody>
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Design a Personal Wellness Plan

Based on self-developed goals in consultation with the Instructor. The plan should be designed to address or modify some behavior that is conducive to a desired improved health, wellness issue in their lives. (15%). Students will be evaluated on this assignment according to the total number of points they earn for adequate completion of each component of the assignment. Content Points (0-5) will be earned for each of the following elements of the Personal Wellness Plan.

<table>
<thead>
<tr>
<th>Reflection on commitment to personal plan for well-being</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection on commitment to personal plan for well-being</td>
<td>- Thoroughly understands the process for making behavior changes and cultivating new habits (plan, implement, reflect); all components addressed in great detail and examples provided. - Goal/habit to be cultivated - Action plan &amp; implementation - Stage of change - Effort and motivation - Self-management skills - Overcoming barriers - Monitoring effort &amp; progress - Overall success</td>
<td>Demonstrates an adequate to good understanding of behavior change process and cultivating new habits (plan, implement, reflect); most components addressed, but some not thoroughly - Goal/habit to be cultivated - Action plan &amp; implementation - Stage of change - Effort and motivation - Self-management skills - Overcoming barriers - Monitoring effort &amp; progress - Overall success</td>
<td>Demonstrates minimal understanding of the behavior change process and cultivating new habits (plan, implement, reflect); some components not addressed. - Goal/habit to be cultivated - Action plan &amp; implementation - Stage of change - Effort and motivation - Self-management skills - Overcoming barriers - Monitoring effort &amp; progress - Overall success</td>
</tr>
</tbody>
</table>

| Monitoring effort and progress | Includes artifact/evidence of tracking/monitoring effort and progress demonstrating careful tracking throughout process | Includes artifact/evidence of tracking/monitoring effort and progress demonstrating average tracking throughout process | Includes artifact/evidence of tracking/monitoring effort and progress demonstrating lack of effort in tracking throughout process OR does not include evidence |
Maintain a Personal Practice/Reflection Journal
Completion of lab assignments, online portfolio report, and a strategy to monitor the progress of the plan built around course content.

Develop a Wellness Intervention

Monitor and Present the results of a wellness intervention plan
The plan and reporting should be written in appropriate APA format. Your report should describe the plan along with documentation of your process and work with a volunteer counselee (40%). Students will be evaluated on this assignment according to the total number of points they earn for adequate completion of each component of the assignment. Conform to APA format and Style (0-5 points). Content: Adequacy of Literature Review (0-10 points); Description of intervention is clear and content valid (0-15 points); An Appropriate evaluation method is described (0-10).

Topical Bootcamp (Article Summary)
Students will also be asked to present and facilitate a discussion of at least one supplemental article assigned by professor (10 points for discussion facilitation). Students will be required to present a 15-20 minutes article summary and lead on a classroom discussion related to implications for counseling for holistic wellness. These presentations will be in the form of a professional meeting designed as a Wellness Fair (topic to be approved by instructor and format TBA)
| Reflection/Application | Focuses on details, not personal opinions | General reflection provided or alludes to student’s learning but is not explicit. Student alludes to connections between article and classroom application but is not explicit. | Although reflection is included, it does not include student’s learning as a result of the article and is brief. Connections are not coherent or are incorrect. |

Annotated Bibliography

In addition to the protocol, each student will be expected to compile an annotated bibliography on the empirical basis of the intervention. The bibliography should consist of at least 10 empirical sources that are less than 5 calendar years old. The emphasis should be on empirical articles (but inclusion of some review articles is acceptable.). Please provide copies (electronic/or paper) of each source. (10%)

Your annotated bibliography should include:
- An overview and Introduction to your selected topic.
  - This is a mini literature review (does not have to contain information from all the bibliographic sources, but certainly may).
- A short summary of the contribution of each source cited. The summary must include:
  - Full APA bibliographic reference
  - Detail key argument/hypothesis/ and or purpose of the article
  - Describe results or other evidence the authors use to support their argument.
    - Describe conclusions and any recommendations or implications for counselors directly stated and some you come up with.

EXAMPLE of Annotated bibliography

Meditation and Health: An Annotated Bibliography

Overview and Introduction of Topic

Meditation is clearly moving into the mainstream. Evidence of this is the August 4, 2003 cover story in *Time* magazine which explored the research on the physiological and psychological aspects of meditation. Since then, numerous stories have been published on the scientific findings relating to the benefits of meditation. Recent research conducted by scientists at the Laboratory for Affective Neuroscience at the University of Wisconsin at Madison demonstrated
that meditation activates the part of the brain that is associated with positive emotions. A study released in March 2004 by the Medical College of Georgia found that two fifteen minute meditation sessions daily (one at school, one at home) helped teenagers lower their blood pressure. This study also reported other favorable outcomes for the teens who meditated, including decreased absenteeism and a reduction in behavioral problems. Meditation is becoming more common in American classrooms. Some middle schools in Detroit have practiced meditation for more than six years. A recent article in Barron's highlighted a plan by parents to propose that transcendental meditation be offered in New York City public schools.

Interest in this topic is likely to grow as meditation increases in popularity. The number of adults in the United States who meditate on a regular basis has doubled in the past ten years, and is estimated to total 10 million. This column focuses on meditation research, specifically on studies that have been done linking meditation with improved physical health and increased mental well being. There is growing evidence that meditation, used as a mind-body medicine, is effective alone and as a complement to allopathic medicine in relieving stress, pain, and other physical and mental conditions.

The scope of the article includes spiritual and secular meditation, including breathing practices, mantra meditation, Buddhist mindfulness, Qigong, and other forms of meditation. Researchers in medicine, psychology, and sociology became interested in meditation during the twentieth century, and research has flourished especially in the past three decades. As meditation research has evolved, the standard of research has become more rigorous. The author has focused on scholarly rather than popular works on the topic. Among the resources included are books, review articles, Web sites, and organizations. Haynes’ column will assist public, academic, medical, and seminary libraries interested in meditation.

"Meditation is a state of heightened mental awareness and inner peace that brings mental, physical, and spiritual benefits. It is a useful self-help technique and can be practiced without adherence to any religion or philosophy." Meditation has almost as many definitions as there are writers, scholars, and practitioners in the field. For many of us, the term conjures up images of people in loose robes sitting for hours in lotus position, eyes closed, in silence. Meditation can also be practiced while walking, engaging in exercises, chanting, working in the garden, or sitting at one’s desk. It can be solitary or accomplished in a room full of fellow practitioners. Time spent in meditation can be a few minutes a day to hours a week, but is usually somewhere in between. Meditation has its roots in spirituality, and for most people in the world who practice some form of it, that is its purpose. Meditation is defined by Shapiro and Walsh as "...a family of practices that train attention and awareness, usually with the aim of fostering psychological and spiritual well being and maturity." Meditation can take many forms and can be used for either sacred or secular purposes - often both - and a number of these forms have been, and continue to be, investigated for their roles in improvement of both physical and psychological health. Rubin defines two main types of meditation as: "... concentrative and insight. In concentrative meditation we focus on a single object ... with wholehearted attentiveness ... In insight meditation, we attend without attachment or aversion to whatever thoughts, feelings, fantasies, or somatic sensations are being experienced." Yet another definition separates meditation into the two types, focused and unfocused.

Western medicine has traditionally separated the mind from the body, while in traditional cultures the mind, spirit, and body have long been recognized to be integrally connected. In the
last half-century many mind-body interventions, including meditation, have been demonstrated to have positive effects on various aspects of health and emotional well-being. The introduction to the United States and Europe in the 1950’s and 1960’s of certain forms of meditation practiced mainly in India and East Asia marked the beginning of the popularization of meditation in the Western world. This popularization brought with it a surge in interest in research linking meditation with positive health effects. In a much-publicized study, Richard Davidson and Jon Kabat-Zinn recently collaborated in the first study that linked brain and immune function changes produced by Mindfulness-Based Stress Reduction (MBSR). Meditation is practiced widely in India, China and other Asian countries for spiritual reasons; but it is also practiced worldwide by athletes, secretaries, students, corporate executives and truck drivers to promote better concentration and higher performance levels, and by individuals seeking improved health. It has been successfully taught to prison inmates, for example in India and New York State, to quell violent behavior and promote peaceful states of mind. Meditation rooms can even be found in airports. The National Center for Complementary and Alternative Medicine (NCCAM) of the National Institutes of Health (NIH) (U.S.) and other health organizations around the world have been supporting research to investigate the link between meditation and mental and physical health.

Criteria for inclusion in this survey were an emphasis on the scientific research on meditation in the article in the PAST 5 YEARS Review Articles


Sandlund and Norlander present an overview of the research published between 1996 and 1999 (located through PsycLit and Medline) on tai chi chuan and its relationship to stress management. Tai chi chuan, or tai chi, originated in China as long as nine hundred years ago and is practiced worldwide. The practice incorporates five principles: relaxation, separating yin and yang, turning the waist, keeping the back erect, and total body involvement. Some of the findings of this article are that tai chi research is very new; that more is known about tai chi’s benefits for senior adults than other age groups; and that there is great promise in studying tai chi further in relation to other forms of stress management techniques, gender differences, length of experience in practice, and effects on the immune system.


This article reviews the recent literature (approximately the past 5-6 years) of meditation research, including the most well-designed (in their view) studies on meditation. The authors discuss the psychological, physiological, and transpersonal aspects, dividing meditation into two basic types: concentration and awareness. They discuss the limitations present in pioneering meditation studies, how these first studies laid a foundation for later research, and include a significant section on suggestions for future research.

This review is a summary of the literature of mindfulness meditation as a clinical treatment from the 1970’s on. The author acknowledges the increasing popularity of mindfulness meditation as an intervention and discusses both its success as an intervention and the ways in which empirical research methodology could be improved. Readers of Baer’s article should also read Jon Kabat-Zinn’s commentary on this article in the same issue of this journal, p. 144-156. "Mindfulness-Based Interventions in Context: Past, Present, and Future."