



Perspective Coaching with S.T.E.A.M., Neurofeedback, MBSR and Virtual Reality Perspective Taking (VRPT)

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Abstract: Our unique Master of Science in School Counseling academic program is located in New York City and is rooted in community-based counselor training with a focus on culturally relevant social and philosophical concepts. This counselor training framework translates into perspective taking skills that are primarily developed through coaching candidates during their fieldwork experiences. Candidates are trained in various schools of thoughts- to include existential approaches with socio-cultural elements and transactional analysis with cultural scripts- so that they are able to work as part of interdisciplinary teams and engage with local underserved and underrepresented communities. Engaging candidates from graduate level behavioral health training programs in perspective taking has always been a challenge. In this article we discuss some of the challenges in training counselors to work in diverse settings. This article will further discuss how the use of perspective coaching with candidates in our program, in how it is instrumental for their overall personal and professional development. With perspective coaching the candidates also reflect on issues of poverty and violence and on how people have lost perspective of the fact that we need to be living in a functioning society- where now people are seeing happiness as something that happens only personally. Perspective Coaching allows us to put happiness in a new existential light where happiness to one person will mean that others in the community are also treated with basic respect and consideration. We also discuss the need to integrate advanced approaches in Science, Technology, Engineering, Arts and Math (S.T.E.A.M), involving neurofeedback, Mindfulness-Based Stress Reduction (MBSR) and Virtual reality Perspective taking (VRPT). A professional development plan was juxtaposed with a rubric for measuring developmental levels of Perspective Taking and Empathic Understanding. Our preliminary finding show that there is a consensus among course instructors and field supervisors per the need for inter-rater reliability in measuring candidates' developmental level at the beginning and at the completion of the practical experience. As a result candidates will be coached through perspective taking activities. The coaching will involve both the course instructors and field supervisors in order to develop a professional counselor disposition that is consistent with the social and philosophical concepts within the candidates' overall developmental plan as well as provides them with unique training for emerging technologies.

Keywords: Counselor Training, Counselor Education, Neurofeedback, Perspective Taking, Perspective Coaching, Transactional Analysis, Existentialism, S.T.E.A.M., MBSR, VRPT

1. INTRODUCTION

For more than fifteen years we have been applying various perspective taking techniques in graduate level studies, in counselor training and in other behavioral health coursework. Our academic journey took us through generations X, Y and Z. As generations turned we realized that we were somewhat falling behind in

engaging newer generations in perspective taking activities. Despite our efforts to engage newer candidates, much in the ways that we have been doing so in the past (Berge and Berge, 2019; Brown, Dunlop, & Scally, 2020), candidates started to lose interest in traditional activities (when we limited activities to just journal entries or reflection papers). This was evident both in the way that candidates seemed



treatment of low socioeconomic status clients. He has been instrumental in having candidates engage in perspective taking activities that relate to the perception of the poor.

As experienced clinicians and researchers we are well positioned to guide the next generation and to encourage others in academia to take a more proactive approach, the one that we so desperately need to address emerging mental health issues in today's schools and communities. We have each had a contribution to the coaching and professional development of our candidates towards becoming more resilient and less self-absorbed, less 'stuck' in their own world. We look for our candidates to develop analytical and entrepreneurial skills rather than wait on us for instructions on how to deal with any emerging challenge.

2. CONCEPTUAL FRAMEWORK

We believe that educators, administrators and mental health professionals should strive to be in a mode of doing rather than always advising others what they should be doing. It is incumbent on educators and mental health providers to engage in activities that demonstrate and enact their real beliefs. As counselor educators we see perspective taking as a way to change our thinking about counseling and its practical applications. This could be a trickle up effect to the home life of children as well. To really increase people's happiness and reduce sadness we will need to require candidates to literally put themselves others' shoes. This may involve sleeping for a night with homeless people, or attending a funeral and consoling someone in a time of grief. We need to encourage our candidates to be more proactive in lending a helping hand. At the same time we need to reassure them that they 'belong'. Yet, belonging has different meaning for different groups, varying with different languageS, culture or religious affiliations. To address the construct of belonging in culturally relevant ways we include in our training various socio-cultural and existential aspects of Eric Berne's views on script and culture (Campos, 2012; Mazzetti, 2010). Thomas Harris' I'm OK, You're OK. (2004) is a practical guide to Eric

Berne's transactional analysis. It uses Berne's ego states (parent; adult; and Child) to form four life positions: I'm Not OK, You're OK.; I'm Not OK, You're Not OK.; I'm OK, You're Not OK.; and I'm OK, You're OK. In developmental context, Harris suggests that the child depends on a caregiver at the start of life and naturally acquires the life position: I'm Not OK, You're OK, later a caregiver will be teaching (or other who foster a healthy environment around the child) the I'm OK, You're OK.

That life position, later in the child's life, is presumably the result of a healthy development. As a child progresses to understand this aspect of healthy development we would expect that child to adopt caregivers in an interpersonal context (Suizzo et al., 2019; Willits, Broidy, and Denman, 2013). Most of people will find themselves living at times in the Not OK. We have seen this not so long ago with police brutality against minorities in Ferguson, Missouri and elsewhere in the United States. This brought us to examine with our candidates how we can bridge the divide between police and citizens (Alexander and Nichols, 2014). Since these incidents community leaders and political activists are calling on police officers to be more empathetic towards the existence of the 'problematic' (usually poor and/or magnetized minorities) in their own community. From the perspective of the marginalized the police officer patrols a neighborhood and sometimes could be perceived as if s/he infringes on their 'existence', their space. Sue & Sue (2008) discuss cultural implications in counseling as worldviews (I am OK. Society is OK.; 'I'm OK. Society is not OK. ; I'm not OK. Society is OK. ; I'm not OK. Society is not OK.). They contend that marginalized clients will be more likely to play an active part in the therapy process with the worldview of 'I'm OK. Society is not OK'. Going back to the situation in Ferguson, and elsewhere in the United States where minorities could be empowered from such worldview in therapy, we can now discuss the relationship between the people and the police in existential terms. Perspective taking can aid as a founding basis for heartening coexistence in this situation, between the police and community members to



reluctant to engage in individual reflexive activities and with engaging in group activities with their classmates. In some in-class activities we were curiously observing them as they stared downwards or into space, leaving us to also wonder: to what extent were candidates aware of what is really happening around them in the classroom?

We have been engaging candidates with technology for the past fifteen years but we have recently enhanced our classroom-based learning with online learning that is specifically designed for include reflexive learning (Bentley-Williams, & Morgan, 2013; Emmanuel, 2016; Shoffner, 2008). We will be detailing in this article the use of perspective taking with technological approaches for engagement of both candidates and diverse community plagued by the modern day problems, involving mental health, violence and poverty. Utilizing S.T.E.A.M, Neurofeedback, MBSR and VRPT we intend to prepare school counselors for real world challenges, to hopefully engage them to the point that, in return, they would be engaging the student population that they serve. As the world now faces many challenges (climate change, war economic struggles) we ultimately endeavor to prepare future generations to meet the trials that they are bound to be facing in the near future. The four authors of this article were involved in enhancing perspective-taking activities with candidates in their own unique way. But as they were all involved in internship instruction in our counselor education program they are coming together here to discuss in one voice how internship instructors and field counselors can better coach candidates through their professional development.

The first author (Dr. Maman) has been a mindfulness coach in the 1990's and continued his involvement with wellness and executive coaching through many years of research. As a board certified life coach (certified in wellness and executive coaching) Dr. Maman has been in a unique position to be using his coaching skills to address professional development in candidates. In 2003, he integrated a culturally relevant approach to the treatment of addiction

and mental disorders (Maman, 2003). In the early 2000's Dr. Maman played a pivotal role in promoting mental health counseling licensure in New York State. At the same time he developed the unique concept of Community-Based Counselor Training resulting, which involved training clergy (from 2003 to 2006) to become licensed counselors. This outreach effort was unique in that it involved perspective taking activities where a unique candidate group was recruited from different religious communities from across the New York Metropolitan area. Candidates who had the preconception that they held opposing views were coached by Dr. Maman to view things from multiple perspectives. They ended up coming together to embrace and celebrate their differences (Maman, 2005; Maman and du Plock, 2011).

For over three decades, the second author (Dr. Heim) played a pivotal role in advocating for mental health services in New York State schools. She has been working as a school psychologist at a Program for Alternative Comprehensive Education. Coupled with her work as a clinical psychologist and internship supervisor at master and doctoral levels, Dr. Heim developed a unique understanding about school and community relations, involving the need to train candidates to view overall wellness from multiple perspectives.

The third author (Dr. Gardere) has been referred to as America's Psychologist. He has been a chief psychologist for the Federal Bureau of Prisons. Dr. Gardere has also been a major contributor to the FOX Network, the Today Show, MSNBC, and CNN. He was the host of VH1's Dad Camp. His extensive media and community advocacy work helped him in guiding candidates in e-mental health training, towards putting today's media and technology into perspective.

The fourth author (Dr. Shair) is a clinical psychologist who played a pivotal role in setting up counseling services in underserved New York City communities.

Dr. Sharir has been involved in researching poverty to include clinicians' attributions on



traditional education in order to prepare students for interpersonal relations, to the job market and for real world career choices and opportunities. The main premise was the need to gain perspective, just as with perspective coaching, exposure to other realities. The Amish allow for rumspringa as a time in adolescence to be jumping or hopping around the choices the world has to offer (Hurst and McConnell, 2010), before committing to Amish life (which offers a simple way of life with an almost guaranteed agricultural career within a cohesive community). So even closed communities can provide us with an example of what good choices are, for a society that appreciates good values, the ones that could be transmitted to the next generation. Perspective coaching/education involve a world of possibility for the students, in a tangible manner, hands-on (as we will see with the S.T.E.A.M. program later on). Dr. Maman has also been trying to find ways to supplement this approach with virtual reality. Traditionally, Dr. Maman devised character building programs for the classroom in the early 2000's where the classroom was set up as a community, someone in charge of lights, the door, chairs, tables, chalkboard, each had their own individual responsibility. The activities got more sophisticated with age. From kindergarten to the twelfth grade assistance was provided by mentors and peers, from younger to older ages, to reinforce a sense of community. Perspective coaching/education has been much about teaching children (and adults) to be seeing the bigger picture, where you are not judgmental towards someone who is a slow learner or different than you in any way and where you are cognizant of neurodiversity. We need to bring this thinking back to the classroom. When you walk into a New York City classroom (or into one in many other cities) today in you would be guaranteed to find more than one student who is being bullied or those who are not receiving the emotional and social support needed for them to be reaching their full potential. We believe that Happiness, in general, can only be truly achieved through the process of looking at problems from multiple viewpoints. Candidates are offered perspective coaching

to see how they are able to make appropriate changes life based on their own perspective taking the feedback that they could be receiving from peers. When we supplement the family technique of Differentiation of Self (Goldberg, 2012; Peleg, 2008) with the understanding of how to gain more perspective it helps candidates learn how to better engage in their own live. We have them share examples from their own life to demystify any special abilities on our part, that only instructors have abilities to instill such perspective in their life. We also encourage my candidates to interact and communicate with one another, and to engage with their wider community.

3. METHODOLOGY:

The need to be measuring candidates' developmental level at the beginning and at the completion of the practical experience was apparent to us during the development and refinement of rubrics and the developmental plan. We utilized rubrics to guide the analysis of the processes of candidates' efforts as prescribed by Moskal and Leydens (2000), in that the rubrics correspond to the development plan (appendices 1 and 2). The final outcome will be available at the completion of the program. The concept of Perspective Taking in counseling (Campbell et al., 2014; Macran et al., 1999; Todd & Galinsky, 2014) provided a useful methodology for evaluating the trainees' capacities for empathy, attunement, and self-awareness when it came to 'use of self' (Reinkraut, Motulsky, & Ritchie, 2009). The training experiences also provide a set of prescriptive tenets to those who wish to replicate such training efforts. Candidates in the internship stage of our counselor training program were encouraged to report on their internship experiences as they relate to the perspective taking techniques they employed for better understanding of the multi dimensionality of clients in the community with the integration of their online activities communication efforts.

4. PERSPECTIVE-TAKING ACTIVITIES

As a mindfulness coach Dr. Maman developed perspective coaching for stress

see things from the other side, an existential approach, if you will, to bridge the divide between two opposing forces. In recent years we have been offering candidates an approach through which they could view the existence of 'all', to be able to bridge that inability to understand the other's worldview. We offer the "I exist. You exist" existential-humanistic position which could possibly be best understood in Adlerian context. Adler believed that the practical philosophy of reciprocity between a person and the environment is critical to the survival of the species (La Voy, Brand, and McFadden, 2013). With this existential reciprocity in mind we can postulate that Adler's concept of a community feeling is derived from Kant's categorical imperative. Community feeling satisfies the requirements of the categorical imperative in the way that Kant elucidates that man is inherently like a bee that belongs to a hive community rather than to a herd (Stone, 2008). Perspective Taking is a broad term and can include Social Perspective Taking when used to describe children's growing ability to understand others' feelings and perspective (Bengtsson, and Arvidsson, 2011; Schwenck et al., 2013).

As clinicians we have been involved with many clients who seek family therapy. Some of these clients will often confront us as clinicians with questions that relate to decreasing sadness and increasing happiness in their life. In teaching counseling skills to our candidates we instruct that when we do not have the right answer for such occasion (Myyryä, Juujärvi, and Pesso, 2010) we can possibly say that developing critical thinking through Perspective Taking is a step in the right direction. Dr. Maman developed 'Perspective Coaching' in the 1990's and integrated such new concept into his mindfulness workshops. The concepts of Perspective Coaching were developed by Dr. Maman alongside other concepts (Perspective Education; Perspective psychology). Dr. Maman developed all these concepts years before he joined the academic world. He used perspective in the coaching, education and psychology fields based on the tenets of perspective coaching throughout

the 1990's. In 2003, following his first doctoral thesis presentation Dr. Maman used perspective coaching to address the needs of closed communities, ones that had a hard time opening to others because of a fear of the other or contamination of their learning. A group of clergy who started training in 2004 discovered that they had common traditions and faced similar social similar issues when they interacted with other communities. It was as if they doubled or tripled the size as far as the community was able to be building and on differences. When one of the clergy asked Dr. Maman what to call the unlikely meetings of minds, that they were experiencing with perspective coaching, Dr. Maman referred to it as 'perspective awakening', but explained that he coined the term with no relation to any religious awakening. Perspective was something that people needed to be coached about. They also needed to be educated about it and 'perspective education' had become supplemental to the academic part in the schools that Dr. Maman instilled this approach through the turn of the millennium. It was about education with its traditional subjects being important, but just as important was the need to create a 'mindful environment' (another tenet of perspective coaching) and/or an environment where adaptations can be made so that students are able to be gaining different perspectives on what was happening around them and what is really happening in the world in general. It was not a one size fits all approach because such adaptation was necessary to maintain creativity, as children learn in different ways (auditory, visual). An education in 'perspective' was needed so that they not only become excellent students but also build character and have the life skills that they would need to become productive members of society. The aim with Perspective Coaching (as applied in education) was to develop better human beings who are able to see things from multiple perspectives, seeing 'the other' or those who are different just as they would be seeing themselves. Perspective education was almost set up like a bunch of internships for life in various schools internationally through 2003. It supplemented



our own classroom experience where candidates are now creating video clips to learn about use-of-self and enhance their collaboration and leadership skills, that these will hopefully follow them beyond their training. They are collaborating with schools and communities via social media (such as posting videos on Instagram). We are also hoping that candidates will serve as role models for students in any future S.T.E.A.M. projects that involve the use of video production and the use of social media in constructive ways.

5. PRELIMINARY FINDINGS:

Our preliminary findings will first show that there is a consensus among course instructors and field supervisors per the need for inter-rater reliability in measuring students' developmental levels (see appendix 1 for rubrics) at the beginning and at the completion of the practical experience which to great extent involved the perspective-taking activities we discussed. This serves as a concept paper where the final results will be available once students complete their internship experiences, although we include here the final versions of the development plan and the rubrics that were developed (appendices 1 and 2). These rubrics are the result of working closely with the candidates and are based on their progress with their development plans. On these latest versions we are starting to see an overall development where candidates are either meeting or exceeding our expectations. We developed these latest versions based on both the consensus among university-based and field supervision and based on ongoing feedback from the instruction with regards to the usefulness of these rubrics for professional development and for the development of empathic understanding.

6. DISCUSSION:

The candidates in the program are in the process of being trained in perspective-taking using the most advanced technologies available. They are also in process being coached for their empathic understanding and professional development.

We offered here our own reflections on how perspective taking could be taking place but it is important to remember that with perspective coaching there is no one size fits all approach and approaches could always be enhanced and modified to better fit different candidate populations. Utilizing development plans and rubrics we intend to further coach our candidates during the next year of internships by both course instructors and field supervisors. We are primarily trying to develop a professional counselor disposition that is consistent with the social and philosophical concepts within their overall developmental plan as we closely monitor the candidates' progress. The application of a developmental model to education had great value for our program, primarily due to the constantly changing needs of students, their families, and the surrounding community. Our candidates were placed in underserved areas and were able to apply this developmental model for meeting the needs of the students. Coaching alongside perspective-taking activities show how our candidates can bridge the gap between the needs of the school and the availability of services in the community. Mentoring our students through a developmental process proved to be multi-directional, since they also work with other professionals within the school. While utilizing other professionals as resources they were able to import insights about the outside community and generated ideas for community development. In this respect the trainees in our program are not only developers of the school within the outside community, but also community developers. In addition, as a result of measuring the connections made by students with stakeholders, we were encouraged to learn that our students were developing more meaningful connections than before. In our training- and especially in connecting with clients in underserved and underrepresented school and communities- we intend to mentor candidates further into their professional life in order to encourage them to be ambassadors of fresh ideas, to open up new avenues, and to have them help others gain perspective on their life, and on community life.

reduction in the 1990's. It coincided with elements from Mindfulness-Based Stress Reduction (MBSR) but Dr. Maman used perspective coaching to guide MBSR techniques of body scan, calm breathing and focused attention. Before being integrated into academia a group of clergy approached Dr. Maman in 2004, interested in seeing how it would work for their congregations. We tried to be sensitive to our candidates' religious needs for the past 15 years. Our candidates have various religious backgrounds and belief systems that call for us to be cautious in the application of mindfulness and other relaxation techniques. Mindfulness was integrated into religious based life from a purely scientific point of view for many years and with many religions (Alkusayer, 2019) but the clergy Dr. Maman worked with (who would later join our program and become licensed clinicians) insisted that their parishioners were very religious and that mindfulness is a bit esoteric for them.

So it became necessary for Dr. Maman to come to an agreement with the clergy during that prayer will be used instead of using mindfulness for some of the MBSR activities. So, perspective coaching for a short period of time was required, in any unstructured way, as long as it provided people with a perspective of what they wanted in life and how they reconciled their inner needs with subscribing also to their religious needs. We have been integrating this cautionary stress reduction approach into training religious candidates to practice over a decade ago in New York City schools and communities. In recent years we have been utilizing this MBSR perspective-based approach with the integration of advanced technology.

Neurofeedback has been used in the mental health field for over a decade and we are seeing many advances in the last decade in neuroscience research that involves newer technological gadgets. We are starting to explore the use of neurofeedback with muse headband multi-sensor meditation device that is enhanced with guiding sounds (Alexander, 2018) to get real-time feedback on brain activity, heart rate, breathing, and body movements, to ultimately

help with stress reduction. This neurofeedback approach has successfully complimented our perspective coaching when we used it almost a decade ago when technology was not as advanced and was very expensive. And so we look forward to exploring it with our candidates and the school-based population they serve.

We have also been exploring Virtual Reality Perspective Taking (VRPT). In this realm, we find ourselves at a cross road where we try to combine the use of technology with empathic understanding. Virtual reality for perspective taking (Fagan, 2020; Surmay et al., 2020) is a new technological approach that will need to be studied more carefully before we proceed further. Nevertheless, our candidates are eager to be using VR technology for perspective taking and we are eager to explore it further with them. But we will be doing so cautiously, based on the suggestion by Van Loon et al. (2018) that it is an environment where we can teach empathic understanding only if we do prudently and sensibly. Over a decade ago we initiated a counselor education program with Science, Technology, Engineering, Arts and Math (S.T.E.A.M) for high school students at risk of dropping out, who could earn enough vocational training credits, to enable them to be graduating, through studies at a state of the arts audio and video production studio. It was a one of a kind program that has proven to be very successful as students would learn, hands-on, about audio and video production for the music or TV/movie business.

With the S.T.E.A.M project the science part of it involved knowing all about equipment, different types of microphones, cameras and other audio /video equipment. With the technology and engineering part, students were using recording studios and special labs equipped with the latest computer technologies. The arts part involved the creative sides of the audio/video production business and working on artwork for album covers. Math skills were used when students needed to calculate lengths of song segments or video clips and needed to learn about delay/reverb calculation with sound effects. We are bringing back S.T.E.A.M. into



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APPENDIX 2 -RUBRICS

Counseling Skill Level Rubric (to be entered in the Professional Development Plan)

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Counseling Skills: The School Counselor demonstrate a thorough understanding of the structure, focus, and direction of the counseling sessions (CAEP Standards 4.1, 4.2, 4.4; CACREP Standards 1, 3, 5 and 7) Standard C1: Demonstrate and apply knowledge of major concepts, procedures, connections, and applications across discipline domains	The school counselor demonstrates the ability to maintain structure, focus, and direction of the counseling sessions with students from varied backgrounds, proceeding through defined stages, and is able to end sessions effectively. The school counselor is able to lead for school change based on impressions from counseling sessions per unique student needs.	The school counselor demonstrates the ability to maintain structure, focus, and direction of the counseling sessions with students from varied backgrounds, proceeding through defined stages, and is able to end sessions effectively.	The school counselor demonstrates ability to maintain structure but does not have clear direction of the counseling sessions with students from varied backgrounds, proceeding through defined stages; Although, is able to end sessions effectively.	The school counselor does not demonstrate the ability to maintain structure, focus, and direction of counseling sessions.



APPENDICES

Appendix 1- Professional Development Plan

Graduate School of Education M.S. in School Counseling Touro College New York, NY 10001	PROFESSIONAL DEVELOPMENT PLAN (PDP)
INSTRUCTIONS: To be completed by the field supervisor <i>Student Details</i>	
<p><u>Skills Level</u></p> <p>Counseling Skills:_____</p> <p>College and Career Readiness:_____</p> <p>Collaboration and Leadership:_____</p> <p><u>Developmental Levels</u></p> <p>Developmental Level of Self- Monitoring and Emotional Maturity:____</p> <p>Empathy Developmental Level:_____</p> <p>Developmental Level in Showing Concern and an Ability for Listening:_____</p> <p>Duration of Plan: from Year_____ to _____</p> <p>Year in Cycle:_____</p>	
INSTRUCTIONS: To be completed by the counselor in training <i>Student Details</i>	
<ol style="list-style-type: none">What is my desired outcome for professional growth?_____ (use your own sheets as necessary)How does the outcome relate to Touro SC program goals and my school's goals (School Improvement Plan)? _____ (use your own sheets as necessary)What data sources did I use to establish my outcome? What data will I use to assess achievement of my outcome? _____ (use your own sheets as necessary)Which of the professional development options/strategies/techniques listed below will I use? _____ (use your own sheets as necessary)PDP Support Team (i.e., field supervisor/Instructor): Supervision _____ Feedback _____ Instructor _____ Feedback/ Coaching _____	



<p>Collaboration and Leadership: The school counselor collaborate with all stakeholders in planning, organizing and delivering an effective comprehensive school counseling program (CAEP Standards 1.2.,5.5; CACREP Standards 2, 6 and 8); Standard D2: Collaborate with students, peers, families, and community to support innovation and individual's success that promote lifelong learning and advance the profession.</p>	<p>The school counselor demonstrates effective communication and leadership skills and collaboration with teachers, families, and community stakeholders. The school counselor demonstrates a direct impact of these collaborative activities on students.</p>	<p>The school counselor demonstrates effective communication and leadership skills and collaboration with teachers, families, and community stakeholders.</p>	<p>The school counselor is inconsistent in leadership efforts and community engagement. The School Counselor is effective with a small population to the detriment of others.</p>	<p>The school counselor is an ineffective leader and communicator and is disengaged with teachers, the parents and community stakeholders.</p>
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College and Career Readiness: The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and work and college life (CAEP Standards 1.4, 5.1, 5.5; CACREP Standard 4); Standard C2: Demonstrate essential strategies to teach and communicate discipline knowledge and skills to all individuals.	The school counselor helps all students understand the relationship between educational achievement and success in the workplace, helping students with college readiness and in seeking personal success and satisfaction. The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability	The school counselor helps all students understand the relationship between educational achievement and success in the workplace, helping students with college readiness and in seeking personal success and satisfaction.	The school counselor offers limited help to students for understanding the relationship between educational achievement and success in the workplace, helping students with college readiness and in seeking personal success and satisfaction.	The school counselor does not help all students understand the relationship between educational achievement and success in the workplace, helping students with college readiness and in seeking personal success and satisfaction.
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Rubric for Counseling Skill Level & Emotional Readiness

(to be entered in the Professional Development Plan)

	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Below Expectations (1)
Self- Monitoring and Emotional Maturity (CAEP Standards 1.2, 3.3, 5.1; 1.4, 8))	Ability to work --and lead others-- through crises and difficult situations.	Ability to work through crises and difficult situations.	Ability to work through crises and difficult situations with supervisory support.	Unable to work through crises and difficult situations.
Empathy (CAEP Standards 2.2, 4.2; CACREP 2, 5, 7)	Demonstrates unconditional positive regard to clients with varied world views and relates to their subjective perspective.	Demonstrates unconditional positive regard to clients. Requires self-development concerning clients with varied world views and their subjective perspective and in demonstrating unconditional positive regard to clients.	Requires self-development concerning clients with varied world views and their subjective perspective and in demonstrating unconditional positive regard to clients.	Unable to demonstrate unconditional positive regard to clients with varied world views and cannot relate to relate to their subjective perspective.
Showing Concern and an Ability for Listening (CAEP Standards 5.1, 5.5; CACREP 3, 6)	Shows genuine concern and demonstrates ability to listen “between the lines,” for those things that aren’t being said or that a client omits but speak just as clearly as what is communicated out loud.	Shows genuine concern and demonstrates ability to listen “between the lines,” but requires development of skills for listening to those things that aren’t being said or that a client omits but speak just as clearly as what is communicated out loud.	Shows genuine concern but needs improvement with listening skills and requires development of skills for listening to those things that aren’t being said or that a client omits but speak just as clearly as what is communicated out loud.	Unable to show genuine concern and rarely listens “between the lines,” for those things that aren’t being said or that a client omits but speak just as clearly as what is communicated out loud.