

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: ADED 421		Number of Credits: 3 Course credit policy (105)																	
Course Full Title: Advanced Studies of Mindfulness-Based Cognitive Therapy Course Short Title (if title exceeds 30 characters): Advanced Studies of MBCT																			
Faculty: Faculty of Professional Studies		Department (or program if no department): Adult Education																	
Calendar Description: Skills-based approach to cultivating self-awareness that combines meditation with Cognitive Behavioural Therapy. Evidence-based means of alleviating stress, anxiety, and depression to promote well-being used in educational and clinical contexts. Introduction to practical mindfulness methods and strategies for mental health promotion. Note: Students with credit for ADED 330S cannot take this course for further credit.																			
Prerequisites (or NONE):		One of the following: (30-university-level credits) or (enrolment in an Adult Education program) or (permission of the Adult Education department). Note: Students who do not have 30 university-level credits will need to contact the Adult Education program advisor for permission to register.																	
Corequisites (if applicable, or NONE):		None																	
Pre/corequisites (if applicable, or NONE):		None																	
Equivalent Courses (cannot be taken for additional credit) Former course code/number: ADED 330S Cross-listed with: N/A Equivalent course(s): ADED 330S <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>		Transfer Credit Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Transfer credit requested (OREg to submit to BCCAT): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No To find out how this course transfers, see bctransferguide.ca .																	
Total Hours: 45 Typical structure of instructional hours: <table border="1" data-bbox="105 1354 812 1659"> <tr> <td>Lecture hours</td> <td></td> </tr> <tr> <td>Seminars/tutorials/workshops (could include online video-conferencing access for distant learners)</td> <td>45</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td>Total</td> <td>45</td> </tr> </table>		Lecture hours		Seminars/tutorials/workshops (could include online video-conferencing access for distant learners)	45	Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours:		Total	45	Special Topics Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i> Maximum enrolment (for information only): 25 Expected frequency of course offerings (every semester, annually, every other year, etc.): Annually or Biannually	
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Department / Program Head or Director: Seonaigh MacPherson		Date approved: February 17, 2017																	
Faculty Council approval		Date approved: March 3, 2017																	
Campus-Wide Consultation (CWC)		Date of posting: May 26, 2017																	
Dean/Associate VP: Tracy Ryder Glass		Date approved: March 3, 2017																	
Undergraduate Education Committee (UEC) approval		Date of meeting: September 29, 2017																	

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Adapt attention to re-orient on the present moment.
2. Assess experiential indicators of helpful and unhelpful psychological coping patterns.
3. Demonstrate skills to manage depression, anxiety, and stress and prevent relapse.
4. Investigate difficult experiences with acceptance and compassion.
5. Plan strategies to promote effective coping in the face of a range of life challenges.
6. Reflect critically the theory and research in Mindfulness- based Cognitive Therapy.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

This is a skills based course which focuses on mindfulness practices followed by a three layered inquiry process into students' experiences. The aims and intentions of the practices, and the learning points arising from them, emerge from this process of inquiry and thus from students' personal experience, rather than being introduced in a purely didactic way or through lectures. Experiential learning is emphasized. The inquiry process is based on Kolb's (1984) model of adult learning.

Grading system: Letter Grades: ☐ Credit/No Credit: ☒ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Teasdale, J, Williams, M., & Segal, Z.	The Mindful Way Workbook: An 8-Week Program to Free Yourself from Depression and Emotional Distress	<input checked="" type="checkbox"/>	Guilford Press	2014
2.	Teasdale, J, Williams, M. & Segal, Z.	Mindfulness-Based Cognitive Therapy for Depression	<input checked="" type="checkbox"/>	Guilford Press	2013
3.	Penman, D, Williams, M	Mindfulness: A Practical Guide to Finding Peace in a Frantic World	<input checked="" type="checkbox"/>	Piatkus	2011
4.			<input type="checkbox"/>		
5.			<input type="checkbox"/>		

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

Yoga mat.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	90%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Participation:	10%	Other:	%	Other:	%	Total:	100%

Details (if necessary): Assignments may include homework (10%); reflective journal and summary assignment (20%); group presentation (25%); mid-course evaluation (10%); working wisely with depression, anxiety and stress reflection writing assignment (10%); final course review: values clarification, why and how to maintain the practice (15%)

Typical Course Content and Topics

Unit One – Orientation and stepping out of automatic pilot

Unit Two – Cognitive Behavioural Therapy

Unit Three - Living in our heads

Unit Four – Asian roots of mindfulness

Unit Five – Gathering the scattered mind

Unit Six – Recognizing aversion

Unit Seven – Allowing and letting be

Unit Eight – Relating to thoughts differently

Unit Nine and Ten – Day of practice

Unit Eleven – How best can I take care of myself

Unit Twelve – Using what I've learned

Unit Thirteen – Moving forward