

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> ADED 423		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>																	
<b>Course Full Title:</b> Advanced Studies of Mindfulness-Based Stress Reduction <b>Course Short Title (if title exceeds 30 characters):</b> Advanced Studies of MBSR																			
<b>Faculty:</b> Faculty of Professional Studies		<b>Department (or program if no department):</b> Adult Education																	
<b>Calendar Description:</b> Using combined scientific and meditative forms of inquiry, this practice-oriented approach to stress-management systematically trains and refines attention and awareness to enhance mindfulness. Participants investigate stress, stress reactivity, and healthier responses to stress in their own experience and more generally.																			
<b>Prerequisites (or NONE):</b>		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.																	
<b>Corequisites (if applicable, or NONE):</b>		None																	
<b>Pre/corequisites (if applicable, or NONE):</b>		None																	
<b>Equivalent Courses (cannot be taken for additional credit)</b> Former course code/number: <b>N/A</b> Cross-listed with: <b>N/A</b> Equivalent course(s): <b>N/A</b> <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>		<b>Transfer Credit</b> 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 <a href="http://bctransferguide.ca">bctransferguide.ca</a> .																	
<b>Total Hours: 45</b> <b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td></td> </tr> <tr> <td>Seminars/tutorials/workshops (Distant students will have access to F2F classes via videoconferencing technology).</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>0</td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table>		Lecture hours		Seminars/tutorials/workshops (Distant students will have access to F2F classes via videoconferencing technology).	45	Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours:	0	<b>Total</b>	<b>45</b>	<b>Special Topics</b> 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>	
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<b>Total</b>	<b>45</b>																		
		<b>Maximum enrolment (for information only): 25</b> <b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually or Biannually																	
<b>Department / Program Head or Director:</b> Seonaigh MacPherson		<b>Date approved:</b> February 18, 2017																	
<b>Faculty Council approval</b>		<b>Date approved:</b> March 3, 2017																	
<b>Campus-Wide Consultation (CWC)</b>		<b>Date of posting:</b> May 26, 2017																	
<b>Dean/Associate VP:</b> Tracy Ryder Glass		<b>Date approved:</b> March 3, 2017																	
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> September 29, 2017																	

**Learning Outcomes**

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

1. Inquire into a range of mindfulness practices using a three-phase mindfulness inquiry process.
2. Examine personal stress reactivity cycles and relate them to peer experiences and to scientific models of stress cycles.
3. Investigate personal communication patterns and strategies to foster more mindful interpersonal relations.
4. Integrate a range of mindfulness practices and strategies into daily life.
5. Facilitate a short mindfulness practice and inquiry session with a small group or a partner.
6. Analyze scientific evidence and theories on the relationship between mindfulness and stress reduction.
7. Embody mindful conduct in a community of inquiry.

**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 course will follow the distinctive inquiry method associated with the teaching and learning of mindfulness in the MBSR/MBCT model, including an experiential education approach involving the front-ending of experience, a three-phase inquiry method, and a strong emphasis on the development of practical skills associated with mindfulness rather than on theory or research. That said, there will be some review of the research on mindfulness and its impact on stress and brain-body and mental health, but this would be back-ended rather than front-ended as if often done in the deductive "application" process. In this respect, the course supports a more inductive reasoning approach, moving from experience to reflecting on explanatory mechanisms or theories.

**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. Stahl, B. and Goldstein, E.	<i>A Mindfulness-Based Stress Reduction Workbook</i>	<input checked="" type="checkbox"/>	Harbinger	2010
2. Kabat-Zinn, J.	<i>Full-Catastrophe Living: Using the Wisdom of your Body and Mind to Face Stress, Pain, and Illness</i>	<input checked="" type="checkbox"/>	Bantam	2013
3. Greenberg, M.	<i>The Stress-Proof Brain: Master your Emotional Response to Stress Using Mindfulness &amp; Neuroplasticity</i>	<input checked="" type="checkbox"/>	New Harbinger	2016

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

Yoga mat.

**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments:	100%	Midterm exam:	%	Total:	100%
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**Details (if necessary):** Assessment could include homework records (10%); mid-course self-assessment (15%); weekly online group discussions about home practice (with students in inquiry pods or groups) (25%); statement of intention with a sustainability plan (10%); peer facilitation of a short mindfulness practice with inquiry - like a mini-lesson (15%); final presentation (25%).

**Typical Course Content and Topics**

- Module 1: Orientation** to the course. Introduce mindfulness and the roots of mindfulness as interpreted in the MBSR program. Review research (overview) and expectations and commitments of the MBSR program and of this specific course.
- Module 2: MBSR Session 1** - Introducing mindfulness practices (mindful eating, short standing yoga practice, bodyscan) with a 3-phase inquiry process. Reviewing expectations regarding home practice. Connect-the-dots puzzle.
- Module 3: MBSR Session 2** - Mindfulness practices (body scan, full standing yoga practice, short breathing meditation) with a 3-phase inquiry process. Reviewing home practice. Introduce *Pleasant Calendar* home practice.
- Module 4: MBSR Session 3** - Mindfulness practices (lying-to-standing yoga practice, walking meditation, sitting meditation) with a 3-phase inquiry. Seeing, unseeing, and perceiving. Review *Pleasant Calendar* and introduce *Unpleasant Calendar*.
- Module 5: MBSR Session 4** - Mindfulness practices (standing yoga practice; sitting meditation - B, BS, and how to work with intense bodily sensations) with a 3-phase inquiry. Review *Unpleasant Calendar*. Introduce stress reactivity. Midway evaluations.
- Module 6: MBSR Session 5** - Mindfulness practices (yoga practice; sitting meditation - B/B/S/T&E/CA/B) with a 3-phase inquiry. Explore stress response. Introduce *Difficult Communications Calendar*. Return midway evaluations.
- Module 7: MBSR Session 6** - Mindfulness practices (yoga practice; sitting meditation - B/S/T&E/CA/B; Aikido exercise/alternative; short sitting meditation) with a 3-phase inquiry. Review *Difficult Communications Calendar*.
- Module 8: MBSR Session 7** - Mindfulness practices (sitting meditation - B, B. CA, B; mountain/lake meditation; changing seats exercise) with a 3-phase inquiry. Discuss retreat.
- Module 9: MBSR Retreat / Intensive** - Mindfulness practices (short breathing meditation; bodyscan; mindful movement; sitting meditation; walking meditation; mountain/lake meditation; mindful eating - optional) with a 3-phase inquiry.
- Module 10: MBSR Session 8** - Mindfulness practices (body scan; yoga practice; sitting meditation) with a 3-phase inquiry. Review/reflect on retreat.
- Module 11: Student-facilitated** mindfulness practices in groups (bodyscan) with a 3-phase inquiry. Revisiting scientific research on mindfulness with a focus on its impact on stress-reduction. Student presentations on mindfulness and stress.
- Module 12: Student-facilitated** mindfulness practices in groups (yoga) with a 3-phase inquiry. Mindfulness, the brain, and neuroplasticity. Student presentations on mindfulness and the brain.
- Module 13: Student-facilitated** mindfulness practices in groups (sitting meditation) with a 3-phase inquiry. Student presentations. Course evaluations.