

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: Advanced Studies of MBCT															
Faculty: Faculty of Education, Community, & Human Dev.		Department/School: Adult Education													
Calendar Description: Using experiential learning and skills-based approaches to cultivate self-awareness and emotion regulation, this course embeds an evidence-based Mindfulness-Based Cognitive Therapy (MBCT) program within an academic course aimed at mental health promotion. Topics include mindfulness, inquiry, facilitation training, and research oriented on topics of depression, anxiety, and wellbeing.															
Prerequisites (or NONE):		30-university-level credits or department permission.													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: ADED 330S Cross-listed with: N/A Equivalent course(s): ADED 330S <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Credit/No Credit Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 25													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Tutorials/workshops</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Tutorials/workshops	45									Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Tutorials/workshops	45														
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: No		Transfer Credit (See bctransferguide.ca) Transfer credit already exists: No Submit outline for (re)articulation: No													
Department approval		Date of meeting: October 28, 2024													
Faculty Council approval		Date of meeting: April 11, 2025													
Undergraduate Education Committee (UEC) approval		Date of meeting: September 26, 2025													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Regulate attention to re-orient on the present moment using guided evidence-based mindfulness practices with post-practice inquiry in class, at home, and during a silent retreat.
2. Discuss problems with interpretive frames and biases – mistaking thoughts for facts – through a range of Cognitive Behavioural Therapy (CBT)-informed scenarios.
3. Investigate difficult experiences, emotions, and their indicators with acceptance and compassion.
4. Integrate mindfulness approaches and stances into everyday challenges and encounters.
5. Facilitate a short mindfulness or inquiry practice with a small group of peers.
6. Review research on recent scientific research on mindfulness in the context of Mindfulness-Based Cognitive Therapy (MBCT).

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	90%	%	%
Holistic assessment:	10%	%	%

Details:

Homework records (25%)

Mid-course self-assessment (10%)

Weekly discussions about home practice (with students in inquiry pods or groups) (15%)

Working wisely with depression and anxiety: reflection (10%)

Peer facilitation of a short mindfulness practice or inquiry (20%)

Presenting a research paper on mindfulness to peers (20%)

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

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

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.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Book	Woods, S. Rockman, P. & Collins, E.	Mindfulness-Based Cognitive Therapy: Embodied Presence and Inquiry in Practice. Harbinger	2020
Book	Teasdale, J, Williams, M. & Segal, Z.	The Mindful Way Workbook: An 8-Week Program to Free Yourself from Depression and Emotional Distress. Guilford Press.	2014
3. Book	Teasdale, J, Williams, M. & Segal, Z	Mindfulness-Based Cognitive Therapy for Depression. Guildford Press.	2013
4.			

Typical Course Content and Topics

- Orientation; stepping out of automatic pilot
- Behavioural therapy
- Living in our heads
- Asian roots of mindfulness
- Gathering the scattered mind
- Recognizing aversion
- Allowing and letting be
- Relating to thoughts differently
- Day of practice
- How I can best take care of myself
- Using what I've learned
- Moving forward