



ORIGINAL COURSE IMPLEMENTATION DATE: January 2018
REVISED COURSE IMPLEMENTATION DATE: January 2026
COURSE TO BE REVIEWED (six years after UEC approval): September 2031
Course outline form version: 29/08/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ADED 423		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Advanced Studies of Mindfulness-Based Stress Reduction Course Short Title: Advanced Studies of MBSR															
Faculty: Faculty of Education, Community, & Human Dev.		Department/School: Adult Education													
Calendar Description: Applying mindfulness-based experiential learning, students systematically train and refine attention and awareness to develop more healthy responses to stress and stress reactivity. This course embeds an 8-week Mindfulness-Based Stress Reduction (MBSR) program and introductions to facilitating mindfulness and research in the scientific study of mindfulness. Note: A retreat outside of class time will be required.															
Prerequisites (or NONE):		30-university-level credits or department permission.													
Corequisites (if applicable, or NONE):		None													
Pre/corequisites (if applicable, or NONE):		None													
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: Cross-listed with: Equivalent course(s): (<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>41</td></tr><tr><td>Experiential (field trip)</td><td>4</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	41	Experiential (field trip)	4							Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Tutorials/workshops	41														
Experiential (field trip)	4														
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 (<i>If yes, fill in transfer credit form.</i>)													
Department approval		Date of meeting: January 17, 2025													
Faculty Council approval		Date of meeting: March 28, 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. Engage in a range of mindfulness practices in class, at home, and during a mid-course half-day silent retreat and supported by guidance and post-practice inquiry.
2. Inquire into personal stress reactivity patterns through specific experiences and scientific models of stress.
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 or inquiry practice with a small group of peers.
6. Analyze current scientific evidence on mindfulness and stress reduction.
7. Embody mindfulness in a community of inquiry using mindful attitudes such as non-judgement, openness, acceptance, and loving-kindness.

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

Assignments:	100%	%	%
	%	%	%

Details:

Homework records (25%); mid-course self-assessment (10%); weekly discussions about home practice (with students in inquiry pods or groups) (15%); statement of intention with a sustainability plan (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 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 is 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.

Course delivery is referred to as a Hybrid model, combining asynchronous (online) learning, where students learn on their own time and schedule, and synchronous (face-to-face) teaching and 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.	Mindfulness-Based Stress Reduction: Protocol, Practice, and Teaching Skills. Harbinger	2021
2. Book	Kabat-Zinn, J.	Full-Catastrophe Living: Using the Wisdom of your Body and Mind to Face Stress, Pain, and Illness. Bantam.	2013

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

Yoga mat

Course Content and Topics

- Orientation to the course. Introduce mindfulness and the roots of mindfulness as interpreted in the MBSR program. Review research (overview) and course expectations.
- From doing to being. Introducing mindfulness practices (mindful eating, short standing yoga practice, bodyscan) with inquiry.
- Perceiving and knowing are different. Mindfulness practices (body scan, full standing yoga practice, short breathing meditation) with inquiry process.
- There is pleasure and power in being present. Mindfulness practices (lying-to-standing yoga practice, walking meditation, sitting meditation) with inquiry. Seeing, unseeing, and perceiving.
- Stress reactivity. Mindfulness practices (standing yoga practice; sitting meditation - B, BS, and how to work with intense bodily sensations) with inquiry. Introduce stress reactivity. Midway evaluations.
- Stress, mindful awareness, and responding. Mindfulness practices reviewed. Explore stress response.
- Being with others. Mindfulness practices.
- MBSR Retreat: 4-hr silent retreat (usually on a Saturday).
- Self-care.
- Endings are beginnings. Preparing to facilitate.
- Student-facilitated mindfulness practices in groups with inquiry. Jigsaw structure where students share strategies in expert groups then go to their PODs as jigsaw group. Preparing to present research.
- Student presented scientific research papers in PODs (small groups) on mindfulness in the context of MBSR and of special area of interest to the student. Revisiting scientific research on mindfulness with a focus on its impact on stress-reduction.