



ORIGINAL COURSE IMPLEMENTATION DATE: September 2019
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED: (six years after GSC approval) December 2024
 Course outline form version: 09/15/14

OFFICIAL GRADUATE COURSE OUTLINE FORM

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

Course Code and Number: MBTL 700	Number of Credits: 3 Course credit policy (105)																
Course Full Title: Introduction to Mindfulness: Research, Theory, and Practice Course Short Title (if title exceeds 30 characters): Intro to Mindfulness																	
Faculty: Faculty of Professional Studies	Department/School (or program if no department): Adult Education																
Calendar Description: (40 words maximum) Introduces students to the range of mindfulness practices, concepts, theories, and research. As the first course in the MBTL graduate certificate program, it focuses on the historical, cross-cultural, and contemporary contexts of mindfulness and its role in the promotion of wellbeing, health, and lifelong learning.																	
Prerequisites (or NONE):	Admission to the Graduate certificate in Mindfulness-Based Teaching and Learning or department permission.																
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: Cross-listed with: Equivalent course(s): <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>																	
Total Hours: 45 Typical structure of instructional hours: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: center;">15</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 style="text-align: center;">30</td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;">Total</td><td style="text-align: center;">45</td></tr> </table>	Lecture hours		Seminars/tutorials/workshops	15	Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities	30	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): 36 Expected frequency of course offerings (every semester, annually, every other year, etc.): annually
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Graduate Program Committee: Adult Education Department	Date approved: June 2018																
Campus-Wide Consultation (CWC)	Date of posting: October 2018																
Faculty Council approval	Date approved: October 2018																
Dean(s): Tracy RyderGlass	Date approved: June 2018																
Associate VP Graduate Studies: Adrienne Chan	Date approved: June 2018																
Senate Graduate Studies Committee	Date of meeting: December 13, 2018																

Course Objective

The overall purpose/rationale for this course is:

To introduce students to key concepts, principles, theories, and research underlying mindfulness-based interventions in a way that invites critical engagement, intercultural dialogue, and ethical considerations.

Learning Outcomes

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

1. Design a personal mindfulness inquiry program, including meditation, body awareness, self-awareness, balance and self-regulation, compassionate communication, and journaling, to serve as an experiential, practical inquiry into topics encountered in classes and texts.
2. Investigate the origins and contexts of mindfulness in contemporary therapeutic and non-therapeutic settings, including:
 - a. Explain specific aspects of Buddhist psychology and practice used in the development of contemporary secular-scientific approach to mindfulness, including ethical issues related to cultural appropriation, and
 - b. Contextualize secular-scientific mindfulness practices, research, and theories as part of a broad range of cross-cultural, disciplinary, and historical theories about the value of wellbeing.
3. Define mindfulness and mindfulness practices, taking into account a variety of world-views.
4. Outline the scope and quality of research applied to the study mindfulness, and how it is used in evidence-based practice.
5. Critique theories of mindfulness using research, analysis, and personal experience.
6. Explain the neurobiological effects of mindfulness indicated by research.
7. Critique research on the effectiveness of mindfulness practices, and examine possible negative aspects of the practices, including potential iatrogenic effects of mindfulness practice for certain populations.
8. Apply research to support evidence-based practice for teaching, learning, and leading in particular professions.
9. Represent the relationship between mindfulness and other health promotion interventions, including MBSR/relaxation therapies and MBCT/Cognitive Behavioural 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)

Students will begin by developing a mindfulness program to guide their participation in mindfulness practices for the duration of the program. Students will work in teams to prepare seminars to introduce one another to a range of research, theoretical, and practical applications of mindfulness in secular-scientific contexts. Instruction will combine F2F (with videoconferencing access for distance students) and online classes.

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.	Brown, K., Creswell, J.D., & Ryan, R.	Handbook of mindfulness: Theory, research, and practice	<input checked="" type="checkbox"/>	The Guilford Press	2015
2.	Kabat-Zinn, J., & Davidson, R. (Eds.)	The mind's own physician: A scientific dialogue with the Dalai Lama on the healing power of meditation.	<input checked="" type="checkbox"/>	Raincoast Books	2011
3.	Mindfulness Initiative	Mindful Nation, UK: A report of the Mindfulness All-Party Parliamentary Group	<input checked="" type="checkbox"/>	Mindfulness Initiative	2015
4.	Segal, Z., Williams, J. M., Teasdale, J.	Mindfulness-based cognitive therapy for depression, 2 nd ed.	<input checked="" type="checkbox"/>	The Guilford Press	2013
5.	Langer, E.	Mindfulness (25 th Anniversary Edition)	<input checked="" type="checkbox"/>	Da Capo Press	2014

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

Equipment to maintain a mindfulness practice at home - e.g, such as meditation cushions, bench, yoga mat, etc..

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	75%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Personal mindfulness journal & panning tools:	25%	Other:	%	Other:	%	Total:	100%

Details (if necessary): A seminar approach will be used to present the prodigious amount of research and theories in mindfulness. Each student will demonstrate an ability to critique and apply mindfulness research to their field, including the neurobiological, psychological, and social impacts. This could be done through the seminar presentation and an associated paper. In addition, a significant focus of the assessment (25%) will be the mapping, planning, and journaling of their own mindfulness home practice as it relates to established adult mindfulness learning programs, such as MBSR and MBCT.

Typical Course Content and Topics

Week 1: Introduction to mindfulness and the course

Week 2: Historical and cross-cultural trajectories and definitions

Week 3: What is driving the demand for mindfulness: Contemporary social and environmental contexts

Week 4: Mindfulness in contexts: Contemporary secular-scientific disciplinary and professional frames of reference

Week 5: Embodied mind: Theories of mind-body relationships in mindfulness

Week 5: Emotional self-regulation, executive control, and "returning to our senses"

Week 6 : Research on mindfulness interventions I: Evidence of the use of mindfulness in treating mental health issues.

Week 7: Research on mindfulness interventions II: Evidence of the use of mindfulness in treating physical health issues.

Week 8: Research on mindfulness interventions III: Evidence of the use of mindfulness with healthy populations.

Week 9: Research on mindfulness interventions IV: Evidence of the use of mindfulness in promoting learning with children.

Week 10: Research in mindfulness interventions V: Evidence of the use of mindfulness in promoting learning with adults

Week 11: Mindfulness and lifelong learning: From mindfulness as "Intervention" to mindfulness-based teaching & learning.

Week 12: Mindfulness in curriculum and programming: Clinical, community, and institutional applications

Week 13: Critiques of mindfulness: Lingering questions, unaddressed issues, and critiques yet-to-be addressed

Week 14: Personal roadmaps for learning mindfulness