



ORIGINAL COURSE IMPLEMENTATION DATE: September 2018
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED: (six years after GSC approval) March 2023
 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 710	Number of Credits: 3 Course credit policy (105)																
Course Full Title: Mindfulness Practice Course Short Title (if title exceeds 30 characters): Mindful Practice																	
Faculty: Faculty of Professional Studies	Department/School (or program if no department): Adult Education																
Calendar Description: (40 words maximum) This course extends students' skills in the practice and facilitation of mindfulness. Some of the teaching and learning experiences will transpire in a group semi-retreat context, in which students will be asked to maintain mindful awareness for an extended time.																	
Prerequisites (or NONE):	Admission to the Graduate certificate in Mindfulness-Based Teaching and Learning or department permission.																
Corequisites (if applicable, or NONE):																	
Pre/corequisites (if applicable, or 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;">9</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 style="text-align: center;">24</td></tr> <tr><td>Online learning activities</td><td style="text-align: center;">12</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	9	Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)	24	Online learning activities	12	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.): annual
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Total	45																
Graduate Program Committee:	Date approved:																
Campus-Wide Consultation (CWC)	Date of posting:																
Faculty Council approval	Date approved:																
Dean(s): Tracy RyderGlass	Date approved:																
Associate VP Graduate Studies: Adrienne Chan	Date approved:																
Senate Graduate Studies Committee	Date of meeting: March 16, 2017																

Course Objective

The overall purpose/rationale for this course is to deepen and extend students' abilities to practice and facilitate mindfulness in classroom and intensive/retreat contexts.

Learning Outcomes

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

1. Display mindfulness-based intentions, attitudes, ethics, and qualities of attention in learning, teaching, and leading, including learning to respond with more choice - rather than merely reacting in an uncontrolled manner - to emotional, interpersonal, and environmental challenges.
2. Assess the impact of mindfulness practices on personal development, interpersonal relations, learning, awareness, problem solving, and well-being in oneself and others.
3. Demonstrate the cultivation of mindfulness through on-going personal awareness, in both formal and informal practices, in silence, and in dialogue.
4. Facilitate the deepening of mindfulness in oneself and others, including its associated intentions, attitudes, and sustained attention, in the context of a group semi-retreat context employing some periods of silence.
5. Display ethical awareness that applies invitation approaches to teaching and leadership to the introduction and facilitation of mindfulness-based teaching and learning.
6. Demonstrate trauma-informed practice in the facilitation of mindfulness practices.
7. Employ group process skills as they relate to mindfulness-based teaching, as demonstrated by: a) facilitating group cohesion, trust and a sense of safety; b) working with the stages of group development; c) showing an understanding of group processes that support group participation, validation and normalization of participant experience.

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)

Focuses on approaches to teaching and learning mindfulness practices in an intensive, semi-retreat context.

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. Wolf, C. and Serpa, J.G.	A clinician's guide to teaching mindfulness: The comprehensive session-by-session program for mental health professional and health care providers.	<input checked="" type="checkbox"/>	Springer	2015
2. Wallace, B.A.	The attention revolution: Unlocking the power of the focused mind	<input checked="" type="checkbox"/>	Wisdom	2006
3. Yates, John	he mind illuminated: A complete meditation guide integrating Buddhist wisdom and brain science	<input checked="" type="checkbox"/>	Dharma Treasure Press	2016
4. Bens, I.	Facilitating with ease: Core skills for facilitators, tema leaders and members, managers, consultants, and trainers	<input checked="" type="checkbox"/>	John Wiley & Sons	2012
5.		<input type="checkbox"/>		

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

Final exam:	%	Assignments:	75%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	25%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary): This course will require volunteer support, including an observational task, of a mindfulness class or workshop.

Typical Course Content and Topics

- Week 1: The range of mindfulness, meditative, and contemplative practices
- Week 2: Developmental models of mindfulness: Across practices, programs, and life
- Week 3: The development of attention: An example
- Week 4: Mindfulness-based facilitation and inquiry strategies with groups
- Weeks 5 -12: Mindfulness practices: Exploring teaching and learning mindfulness in a semi-retreat or intensive context.
- Week 13: Post-meditation: Moving from practice to engagement.
- Week 14: Inquiry and sharing of mindfulness and facilitation experiences