

ORIGINAL Course Implementation Date:	September 2019
REVISED Course Implementation Date:	September 2021
Course to be REVIEWED Date: (six years after GSC approval)	January 2027

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 See Course credit policy (105) and the Principles for Course Credit Assignment: Graduate Studies													
Course Full Title: Mindfulness Practice Course Short Title (if title exceeds 30 characters):															
Faculty: Faculty of Professional Studies		Department/School (or program if no department): Adult Education													
Calendar Description: (55 words maximum) 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):															
Antirequisite UFV Courses (cannot be taken for additional credit) Former course code/number: Cross-listed with: Dual-listed with: Equivalent UFV 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>															
Total Contact Hours: 45		Special Topics (Double-click on box to select) Will this course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the topic will be recorded when offered.													
Sample structure of instructional hours:		Grading system: Letter Grades: <input type="checkbox"/> Credit/No Credit: <input checked="" type="checkbox"/>													
<table border="0"> <tr> <td></td> <td style="text-align: right;">Hours</td> </tr> <tr> <td>1. Face to face instruction (in class, lecture, etc.)</td> <td style="text-align: right;">12</td> </tr> <tr> <td>2. Lab hours</td> <td></td> </tr> <tr> <td>3. Online class learning</td> <td style="text-align: right;">33</td> </tr> <tr> <td>4. Community learning</td> <td></td> </tr> <tr> <td>5. Group work</td> <td></td> </tr> </table>			Hours	1. Face to face instruction (in class, lecture, etc.)	12	2. Lab hours		3. Online class learning	33	4. Community learning		5. Group work		Prior Learning Assessment and Recognition (PLAR) <input checked="" type="checkbox"/> Yes, upon approval and on a case by case basis. <input type="checkbox"/> No, PLAR cannot be awarded for this course because	
	Hours														
1. Face to face instruction (in class, lecture, etc.)	12														
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See: Course credit policy (105) and the Principles for Course Credit Assignment: Graduate Studies		Expected Frequency of Course Offerings (every semester, annually, every other year, etc.): annual													
Note: For each contact hour students should expect to spend at least three hours further on coursework outside of class.															
Senate Graduate Studies Committee		Date Approved: January 21, 2021													

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:

- 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.
- Assess the impact of mindfulness practices on personal development, interpersonal relations, learning, awareness, problem solving, and well-being in oneself and others.
- Demonstrate the cultivation of mindfulness through on-going personal awareness, in both formal and informal practices, in silence, and in dialogue.
- 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.
- Display ethical awareness that applies invitation approaches to teaching and leadership to the introduction and facilitation of mindfulness-based teaching and learning.
- Demonstrate trauma-informed practice in the facilitation of mindfulness practices.
- 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

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

Sample Instructional Methods

(e.g., face to face instruction, online collaborative, online self-directed, experiential, student led learning, group collaboration, etc.).

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

Sample Text(s) and Resource Materials:

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

Sample Required Additional Supplies and Materials

(software, hardware, tools, specialized clothing, etc.) n/a

Sample Evaluation Methods and Weighting

(e.g., term paper, essay, assignment, research paper, final exam, midterm exam, major paper, thesis, practicum, research proposal, lab work, etc.)

Assignments	75%	Field experience	25%	%	%
	%		%	%	Total 100%

Sample 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 experience.