



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.**

<b>Course Code and Number:</b> MBTL 720	<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>																
<b>Course Full Title:</b> Mindful Inquiry <b>Course Short Title (if title exceeds 30 characters):</b> Mindful Inquiry																	
<b>Faculty:</b> Faculty of Professional Studies	<b>Department/School (or program if no department):</b> Adult Education																
<b>Calendar Description: (40 words maximum)</b> In this course, students collaborate in teams based on a shared profession or a common community, client, or research interest. Together, they outline a general research agenda, while individually implementing a particular mindfulness inquiry project to address that agenda.																	
<b>Prerequisites (or NONE):</b>	Admission to the Graduate certificate in Mindfulness-Based Teaching and Learning or department permission.																
<b>Corequisites (if applicable, or NONE):</b>																	
<b>Pre/corequisites (if applicable, or NONE):</b>																	
<b>Equivalent Courses (cannot be taken for additional credit)</b> 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>																	
<b>Total Hours:</b> 45 <b>Typical structure of instructional hours:</b> <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;">9</td></tr> <tr><td>Other contact hours: Self-directed, project-based</td><td style="text-align: center;">21</td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>45</b></td></tr> </table>	Lecture hours		Seminars/tutorials/workshops	15	Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities	9	Other contact hours: Self-directed, project-based	21	<b>Total</b>	<b>45</b>	<b>Special Topics</b> 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>
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<b>Total</b>	<b>45</b>																
<b>Maximum enrolment (for information only):</b> 36																	
<b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> annual																	
<b>Graduate Program Committee:</b>	<b>Date approved:</b>																
<b>Campus-Wide Consultation (CWC)</b>	<b>Date of posting:</b>																
<b>Faculty Council approval</b>	<b>Date approved:</b>																
<b>Dean(s):</b> Tracy RyderGlass	<b>Date approved:</b>																
<b>Associate VP Graduate Studies:</b> Adrienne Chan	<b>Date approved:</b>																
<b>Senate Graduate Studies Committee</b>	<b>Date of meeting:</b> March 16, 2017																

**Course Objective**

The overall purpose/rationale for this course is to support students to engage in a systematic analytical or research inquiry into a specific topic of mindfulness in teaching and learning that is relevant to their particular profession or area of interest.

**Learning Outcomes**

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

1. Collaborate within inquiry teams or pods that share a common professional, community, or research interest to map out a range of interrelated inquiry projects that each member will implement that draws on a range of appropriate research methodologies and methods.
2. Design an inquiry project – an extended written analysis, curriculum design project, or original applied research study - to address the needs of a particular profession, community, or group of learners using a specific form of contemplative or mindfulness pedagogy, program, and/or method of inquiry that considers and applies ethical conduct for inquiry in the field and with human participants.
3. Implement the inquiry project by explicitly outlining and following recognized steps and protocols in how to conduct effective and ethical research – whether as a literature search, a conceptual analysis, a curriculum design project, or as an empirical research study.
4. Analyze what you discover through the research and/or inquiry, including interpreting and applying the results to professional practices with implications for the focal profession, community, or group of learners.
5. Disseminate the results of inquiry in a manner that embodies mindful inquiry and presence (awareness, compassion, and focused attention) to peers in their respective pods, in the program, and to potential stakeholders in their professions, communities, or workplaces.

**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)**

There will be a few classes to orient students, a few group sessions online, and the rest will involve students working independently on an inquiry project.

**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. Baer, R.	Mindfulness-based treatment approaches: Clinician's guide to evidence base and applications	<input checked="" type="checkbox"/>	Academic Press	2014
2. Williams, J.M. Kabat-Zinn, J. (Eds.)	Mindfulness: Diverse perspectives on its meaning, origins, and applications	<input checked="" type="checkbox"/>	Routledge	2013
3. AMRA	American Mindfulness Research Association : <a href="https://goamra.org">https://goamra.org</a>	<input checked="" type="checkbox"/>	SMRA	N/A

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

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

**Details (if necessary):** Groups or pods will collaborate to map out the terrain of extant research and knowledge known and yet to be known in their particular areas(s) of interest, clearly identifying gaps that their respective inquiry projects will address. The bulk of the grade will be based on an individual inquiry project, which will be presented together as part of a mini-conference at the end of the course.

**Typical Course Content and Topics**

- Week 1: Review distinctive approaches to "inquiry" in / of mindfulness and the range of research approaches and methodologies used to inquiry into MBTL, including pre- and post-test quasi experimental designs and action research methods.
- Week 2: Review of research ethics and key areas of primary and applied research in mindfulness-based teaching and learning
- Week 3: Organize into pods to map out research and inquiry in specific professions, contexts, and areas.
- Week 4: Online groups coordinate their inquiries to demonstrate how their research addresses key gaps in the field
- Weeks 5-11: Self-directed mindful inquiry
- Week 12: Presenting in Pods
- Week 13: Mini-Conference sharing inquiry results
- Week 14: Moving forward with what we've learned