



ORIGINAL COURSE IMPLEMENTATION DATE: September 2018  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after GSC approval) September 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 721	<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>																
<b>Course Full Title:</b> Applied Mindfulness in Teaching and Leading <b>Course Short Title (if title exceeds 30 characters):</b> Applied Mindfulness																	
<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 field experience capping course, students will integrate and apply what they've learned by designing and delivering a mindfulness educational or leadership project in their specific workplace or field of practice.																	
<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> 60 <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;">9</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td style="text-align: center;">48</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></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>66</b></td></tr> </table>	Lecture hours		Seminars/tutorials/workshops	9	Laboratory hours		Field experience hours	48	Experiential (practicum, internship, etc.)		Online learning activities	9	Other contact hours: Self-directed, project-based		<b>Total</b>	<b>66</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>  <b>Maximum enrolment (for information only):</b> 36  <b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> annual
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<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> September 21, 2017																

**Course Objective**

The overall purpose/rationale for this course is to provide students with an opportunity to integrate and to apply what they've learned across the MBTL program in such a way as to embody mindfulness expertise in their personal and professional lives and feel confident in implementing mindfulness programs in their particular area of professional expertise.

**Learning Outcomes**

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

1. Integrate learning across the MBTL program through the process of designing and delivering a mindfulness-based program in teaching and learning or in organizational and workplace leadership.
2. Implement a mindfulness program under the supervision of a skilled and qualified mindfulness mentor.
3. Investigate a range of ethical issues that arise in teaching and learning mindfulness in specific organizational or educational contexts.
4. Organize a mindfulness program or initiative in culturally competent, appropriate, sensitive, and safe (community-centered) ways through forming inclusive partnerships with community leaders while respecting and following cultural protocols and practices.
5. Facilitate mindfulness practices and approaches in educational or organizational contexts by demonstrating proficiency in six domains: a) coverage, pacing, organization; b) relational skills; c) embodying mindfulness; d) guiding mindfulness practices; e) conveying target themes through interactive inquiry and didactic approaches; f) managing group learning environments.
6. Outline a future plan for personal and professional development in mindfulness, represented in a dedicated e-portfolio.

**Prior Learning Assessment and Recognition (PLAR)**

Yes  No, PLAR cannot be awarded for this course because it is a capping course designed to integrate and apply what was learned across the program.

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

Four "weeks" of coursework to support the design and self-assessment process. The rest is done implementing a field-site project in mindfulness teaching or leading.

**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, V. & Olson, K.	The mindful school leader: Practices to transform your leadership and school	<input checked="" type="checkbox"/>	Corwin	2012
2. Pollak, S., Pedulla, T., Siegel, R.	Sitting together: Essential skills for mindfulness-based psychotherapy	<input checked="" type="checkbox"/>	Guilford Press	2014
3. Reb, J. & Atkins, P. (Eds.)	Mindfulness in organizations: Foundations, research, and applications	<input checked="" type="checkbox"/>	Cambridge	2015
4. Bullock, G.	Mindful relationships: Seven skills for change	<input checked="" type="checkbox"/>	Handspring	2016
5. Shapiro, S., & Carlson, L.	The art and science of mindfulness: Integrating mindfulness into Psychology and the helping professions	<input checked="" type="checkbox"/>	APA	2009

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

Will vary with the type of specialization and its requirements, but it is common to purchase some meditation sets and yoga mats for participants.

**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments:	20%	Field experience:	50%	Practicum:	%
Professional e-portfolio:	30%	Other:	%	Other:	%	Total:	100%

**Details (if necessary):** Student self-organize field experiences with the support of faculty mentors and the instructor. They decide on their preferred methods of field assessment, which could involve a range of assessment tools. They spend at least 48 mentored hours in field experiences, which can be their own worksites, implementing mindfulness initiatives in either a teaching or leadership role.

**Typical Course Content and Topics**

- Week 1: Getting started: Planning, recruiting, and arranging to teach a mindfulness program.
- Week 2: Mindful teaching and leadership competencies.
- Week 3: Organizational change. Organizing mindfulness sessions. Preparing for the field.
- Weeks 4-11: Field experience (8 weeks).
- Week 7: Mid-term online reporting of progress and challenges in the field experience.
- Week 12: Debriefing field experiences: The reflective practitioner.
- Week 13: Presenting e-portfolio professional and personal mindfulness plans.