



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 721	Number of Credits: 3 Course credit policy (105)																
Course Full Title: Mindfulness in Research and Practice Course Short Title (if title exceeds 30 characters): Mindful Research & Practice																	
Faculty: Faculty of Professional Studies	Department/School (or program if no department): Adult Education																
Calendar Description: (40 words maximum) In this capstone course, students integrate and apply what they've learned by conducting research and applying it within a field experience in their target profession or workplace.																	
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: 60 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 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;">Total</td><td style="text-align: center;">66</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		Total	66	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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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 provide students an opportunity to integrate and apply what they've learned in the MBTL program by researching a topic relevant to mindfulness and applying it within a field experience in a mindfulness-based teaching and learning context.

Learning Outcomes

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

1. Investigate a specific topic relevant to the practice of mindfulness-based teaching and learning using secondary research or primary research not involving human subjects.
2. Analyze what you discover in the research and/or inquiry process, including interpreting and applying the results to professional practices within a specific profession, community, or group of learners.
3. Engage in a supervised field experience, with one option being to implement a mindfulness program with a skilled and qualified mindfulness mentor, so as to apply or observe the inquiry findings in the lived experiences of mindfulness-based teaching and learning.
4. Consider a range of ethical issues that arise in teaching and learning mindfulness in specific organizational or educational contexts.
5. Organize or participate in a mindfulness program in culturally appropriate, sensitive, and safe (community centered) ways through forming inclusive partnerships with professional and/or community leaders, respecting and following cultural protocols and practices.
6. 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.
7. 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)

Two F2F classes book-end both the beginning and the end of the course with supervised independent inquiries in-between that link a focused inquiry or simplified research project with a field experience.

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. Baer, R.	Mindfulness-based treatment approaches: Clinician's guide to evidence based and applications	<input checked="" type="checkbox"/>	Academic Press	2014
3. Pollak, S., Pedulla, T., Siegel, R.	Sitting together: Essential skills for mindfulness-based psychotherapy	<input checked="" type="checkbox"/>	Guilford Press	2014
4. Williams, J.M. Kabat-Zinn, J. (Eds.)	Mindfulness: Diverse perspectives on its meaning, origins, and applications	<input checked="" type="checkbox"/>	Routledge	2013
5. Reb, J. & Atkins, P. (Eds.)	Mindfulness in organizations: Foundations, research, and applications	<input checked="" type="checkbox"/>	Cambridge	2015
6. Bullock, G.	Mindful relationships: Seven skills for change	<input checked="" type="checkbox"/>	Handspring	2016
7. Shapiro, S., & Carlson, L.	The art and science of mindfulness: Integrating mindfulness into Psychology and the helping professions	<input checked="" type="checkbox"/>	APA	2009
3. AMRA	American Mindfulness Research Association : https://goamra.org	<input checked="" type="checkbox"/>	SMRA	N/A

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 to use in mindfulness classes.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	40%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	40%	Shop work:	%
Professional e-portfolio: 20%		Other:	%	Other:	%	Total:	100%

Details (if necessary): Students choose one of two paths: one with a short research project and an extended field experience (minimum 24 hrs and the other a longer research project with a shorter field experience component (minimum 12 hours). In both cases, the research is applied in the field experience. Students 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 can conduct field experiences within their own worksites, implementing mindfulness initiatives in either a teaching or leadership role. All students prepare a professional e-portfolio at the end of this class, which includes evidence from both the research and field experience components of the course.

Typical Course Content and Topics

Week 1: Getting started: Planning a combined research and field experience inquiry project.

Week 2: Mindful teaching and leadership competencies. Organizational change. Preparing for the field.

Weeks 4-11: Inquiry and 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.