

Course & Session Number	SOWK 551.22 S02	Classroom	Online
Course Name	Mindfulness Based Cognitive Therapy (MBCT)		
Day(s) & Time	Synchronous classes: Mondays and Wednesdays 0900 -1100 and 1300 – 1500 MDT Dates: June 30 July: 5, 7, 12, 14, 19, 21 In addition to synchronous class time, there will be 1.5 hours of asynchronous work per day		
Instructor	Patrick C. Griffin, MS, RCSW		
U of C E-mail	pcgriffi@ucalgary.ca		Click or tap here to enter text.

SYLLABUS STATEMENT

Mindfulness Based Cognitive Therapy (MBCT) will explore a specific, evidence-based, first line treatment model for relapse prevention in depression and anxiety in adults.

COURSE DESCRIPTION

Mindfulness Based Cognitive Therapy (MBCT) is an evidence based, first line treatment option for recurrent depression. The 8-week manualized MBCT model offers clients the opportunity to develop a new relationship with unhelpful thought patterns that often contribute to depression relapse. Drawing on mindfulness and CBT skills, each week of the program scaffolds new skills and insights into how one can become more resilient to depression relapse.

This course will teach the model from “the inside out”. We will operationalize this by first being clients going through the 8-week protocol (in a slightly streamlined format). The first days of the course will focus exclusively on you, the student, experiencing the model from the inside. We will then have an Instructor facilitated 1-hour on-line silent retreat (using MBCT mindfulness practices) to bring our participation segment to a close. *It is important to note that this is not group therapy.*

In the final 2 days, we will focus on reflecting on the experience we have just had, understanding the place of MBCT as a third wave therapy model, the history of the model and the structures behind each of the 8 modules. We will examine the structure, the unique inquiry process, and its application to some diverse populations.

Students will also participate in an independent Inquiry Based Learning (IBL) project throughout the course. After an intro to IBL, students will develop a personal query that reflects a curiosity they have

about the model. Using asynchronous time allotted to the course, students will independently pursue (through their research of literature, community resources, media) a response to their query.

This course is designed to teach the model from “the inside out”. There will be 3 components to the course structure:

1. Students will first be participants in an edited version of the 8 modules that comprise MBCT. Student will first experience the model as clients might.
2. After completing the modified format of MBCT as “insiders” we will become “observers” of the experience.
3. Students will learn the theories grounding this model, the history and evolution of the model as it emerges as a “third wave” therapy model and its application to diverse client populations.

COURSE LEARNING OUTCOMES

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

1. Have a fundamental knowledge of the MBCT model and its direct application to adult clients.
2. Develop a professional awareness of how the MBCT directly impacts awareness and experience
3. Facilitate key skills and strategies from MBCT with adult clients.
4. Identify additional training and resources to enhance the development of advanced social work skills integrating mindfulness into direct practice.
5. Through the Inquiry Based Learning process, students will develop and pursue an area of personal interest related to mindfulness practice. Student will engage in self-directed research and learning about the topic.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Segal, Z., Williams, M., Teasdale, J. (2013). *Mindfulness-Based Cognitive Therapy for Depression* (Second edition). Guildford.

Download a free App from the Centre for Mindfulness Studies (Toronto)

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

A laptop with internet access & sound/speakers is required to access on-line course materials (e.g., handouts, YouTube).

There will be a D2L site for this course which will hold relevant course resources and materials.

All assignments will be submitted through D2L. and are due by 11:59 PM on the day of submission.

A personal journal is recommended.

A yoga mat may be helpful but is not required.

A single raisin or craisin is required for class on 28 June.

RELATIONSHIP TO OTHER COURSES

This course provides students with an introduction to a particular model of facilitating change in social work practice. Students will be encouraged to expand their knowledge and views of effective mental health intervention, especially as it pertains to depression and depression relapse. Through experiential, Socratic, and didactic methods, we will utilize a stance of critical openness to new ideas and approaches to mental health service, as well as critically review and systemically critique ideas they may already embrace. Students will work to develop and enhance an expanded repertoire of clinical social work practice skills.

CLASS SCHEDULE

Class #1 30 June (morning) Welcome, Course Orientation, Inquiry Based Learning

Class #2 30 June (afternoon) Session #1: Awareness & Autopilot

Class #3 5 July (morning) Session #2: Living in Our Heads

Class #4 5 July (afternoon) Session #3: Gathering the Scattered Mind

Class #5 7 July (morning) Session #4: Recognizing Aversion

Class #6 7 July (afternoon) Session #5: Allowing & Letting Be

Class #7 12 July (morning) Session #6: Thoughts Are Not Facts

Class #8 12 July (afternoon) 1-hour on-line practice “retreat” + IBL assignment check in

Class #9 14 July (morning) Session #7: How Can I best Take Care of Myself?

Class #10 14 July (afternoon): Session #8: Maintaining & Extending New Learning

Class #11 19 July (morning): History of MBCT as a third wave therapy; MBCT as an evidence-based model + IBL check in

Class #12 19 July (afternoon); Inquiry as an MBCT skill; Facilitating “from the inside out”; the role and identity of the Facilitator in the MBCT model

Class #13 21 July (morning): Lab: Students will practice delivering an MBCT skill of their choice to a small group of peers

Class #14 21 July (afternoon): Course Review; Closing Questions; MBCT and Social Work Values and Ethics

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

All assignments should be submitted directly to the appropriate D2L folder by the specified deadline

Assignment #1: Daily Journal Submission (10% each submission for a total of 50% for 5 submissions)

For each day of participation in an MBCT module as “client” (30 June; 5, 7, 12,14 July) each student will submit a 2-page, double spaced journal (11 font) entry reflecting on their experience of the day (e.g., What did you notice? What showed up? How was this a different way of paying attention than

usual?) Journal entries such reflect their experience during the module. This is not intended to be a research paper; reference & footnotes not required.

Journal submissions will be due by 11:59 PM MDT on 2 July (1 July is Canada Day) and a holiday), 6 July, 8 July, 13 July and 15 July. Submissions will be made to specific Drop boxes assigned to each day.

Supports Learning Outcome #2

Assignment #2: Inquiry Based Learning Project (25%)

Due: Sunday, 25 July 2021 @ 11:59 PM MDT

Students will develop a question they would like to pursue (through research of literature) related to MBCT and social work practice. **The IBL question itself will be submitted by 5 July as a separate submission to the Instructor (the IBL question to be explored is not graded)**

Each student will pursue their own Inquiry Based assignment independently and submit a 5-page (double spaced, 11 font) paper highlighting their research and the response that they have to their Inquiry Based Learning question. The paper must include clear references to at least 3 professional journal articles that the student has used to inform their response to their IBL question. This is an opportunity for each student to pursue his/her/their own interest in a particular aspect of MBCT, perhaps applying it to a particular client population of interest.

APA formatting (7th edition) and references are expected. References should be included separately on the 5th page of the paper (4-pages of content + 1-page of references = 5-page paper). Cover page does not count towards the overall page requirement.

Asynchronous time noted in the course outline should be devoted to this IBL assignment.

Supports Learning Outcomes 1, 5

Assignment #3: Participation (25%) On-going

This is a highly participatory course. Active engagement is expected in course discussions and mindfulness practices.

Supports Learning Outcomes 1,2,3

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

This course is highly participatory. Regular attendance is expected.

If you will miss a class or part thereof, please notify the Instructor by text or e-mail prior to the class.

If a class missed, student will be required to complete an assignment based on and related to the topic of the class that was missed.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Cover pages never count for the page requirement noted. Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted."

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor" or "assignments submitted after the deadline may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students will be invited to complete a Feedback Form (submitted through D2L dropbox) from the Instructor after each class. This is strongly encouraged but not mandatory. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Additional readings and resources will be posted to D2L throughout the course.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at: <https://acsw.ab.ca/site/practice-resources?nav=sidebar>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available <https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Sexual-Violence-Policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**