Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves. Chickering, A & Gamson, Z. F. (March 1987) Seven principles for good practice. AAHE Bulletin 39: 3-7.

The psychotherapeutic value of mindfulness as a cognitive skill and mindfulness meditation derived from Theravada Buddhism are gaining increasing recognition and incorporation into psychotherapeutic interventions. This course will be a practical, experiential, and academic exploration of mindfulness in the psychotherapeutic setting. It will survey the field of mindfulness-based literature, teach self-applied mindfulness training, and help you to incorporate mindfulness into clinical practice (and interpersonal relationships broadly). The course will be organized around a Mindfulness-Based Stress Reduction/Mindfulness-Based Cognitive Therapy intervention and the 7 Principles of Applied Mindfulness as taught by Dr. Kozak in his continuing education workshops for healthcare professionals. You will be expected to maintain a daily mindfulness meditation practice.

In addition, the course will explore mindfulness from its original context of Theravada Buddhism (Vipassana) and Mahayana Buddhism (e.g., Zen and Tibetan Buddhism). We will explore mindfulness as a cognitive skill and recast mindfulness meditation as a cognitive behavioral intervention. The course will explore the different clinical settings in which mindfulness has been applied. As well, mindfulness will be investigated as a personal and professional development tool. The first 8 sessions of the course will incorporate an actual experiential therapeutic intervention. The balance of the term will focus on other issues pertinent to mindfulness in the clinical setting.

This is a high expectation, high demand course. In addition to the readings, you are expected and required to maintain a daily meditation practice. You’ll get out of this course what you put into it.
Attendance and participation is crucial to the class. Attendance will count 15% towards your final grade. Participation based on the your weekly submission of discussion questions (these questions will be the basis of your 108 Questions Journal Assignment, see below), your participation in classroom discussion, and your report on sitting at the UVM Mindfulness Center (see below). Participation will count 15% of your grade. The Spring Break Journal will count 15% of your grade. The remaining 25% will be based on the Final Exam. Students are expected to be self-directed with the readings. There will be no quizzes or midterms. For participation, generate 108 questions (about 8 questions per class). These questions will come from your attempts to learn and practice mindfulness meditation and apply mindfulness in daily life. Frame the questions from your personal experience and cite the readings where applicable. These questions and your personal journal will form the basis of the 108 Questions Journal Project. This will be a 5-page double-spaced paper, and it will count 30% towards your grade. This paper will consist of your 108 questions and some of the answers to these questions, specifically as to what you learned about yourself, what your struggles were with meditation, and so forth. Submit your weekly questions via email before the beginning of class. Be prepared to ask your questions in class. You will also compile them and hand in your 108 questions at the end of the course (typed and numbered) along with your 5-page paper. There will be a take-home Final Exam based on the readings and classroom lecture material. This exam will be multiple choice, true-false, short-answer, and brief essay.

You are strongly encouraged to take advantage of the UVM Mindfulness Center at Allen House on a regular basis. You are required to go at least once. Write a one-page report on your experience sitting at the Allen House. This will count towards your participation grade. The spring schedule for the Mindfulness Practice Center is as follows: Mondays: 4-4:50; Tuesdays: 4:55 - 5:45; Wednesdays: 8:00-8:50; Thursdays: 12:10-12:40 (30 minute session); Fridays: 12:00-12:50; (Latecomers please enter quietly).

Mindful Spring Break. Spring break is traditionally a time for much mindless activity – drunkenness, debauchery, and so forth. There is a recent trend to have service types of spring breaks that do not involve incessant partying. Whichever spring break experience you choose, you are invited and challenged to take the fruits of the mindfulness course to date and apply them to your experience. Chances are there will be plenty of sensory experiences occurring in the present to give your full attention to. To bring this close to home, you are required to journal about your
experience: “How I was mindful (or NOT!) on spring break”
This paper should be typed and double-spaced and not to exceed 2 pages. We’ll discuss our spring break experiences in class.

Grading Policy Summary:

Attendance: 15%
Participation: 15%
Mindful Spring Break Report: 15%
108 Questions Journal: 30%
Final Exam: 25%

Religious Holidays: Students have the right to practice the religion of their choice. Each semester students should submit in writing to their instructors by the end of the second full week of classes their documented religious holiday schedule for the semester. Faculty must permit students who miss work for the purpose of religious observance to make up this work.

Required Texts:

- Breath By Breath: The Liberating Practice of Insight Meditation by Larry Rosenberg
- Exquisite Mind Guided Mindfulness Meditation CDs
- Exquisite Mind and Self Mindfulness-Based Stress Reduction Handbook
- Exquisite Mind Website: http://exquisitemind.com/ Review the Mindfulness Section, read the Blog, etc.
- Selected readings from journal articles and other texts (see class by class assignments)
17 January :: Class 1 :: MBSR/MBCT Session 1
Experiential (coming to now; raisin meditation), conceptual, and contextual (growing role of mindfulness in psychology and health fields) introduction to mindfulness.

24 January :: Class 2 :: MBSR/MBCT Session 2
Segal et al. (2002). Mindfulness-based cognitive therapy, Chapter 6. Automatic Pilot: Session 1
Segal et al. (2002). Mindfulness-based cognitive therapy, Chapter 7. Dealing with Barriers: Session 2

31 January :: Class 3 :: MBSR/MBCT Session 3
Segal et al. (2002). Mindfulness-based cognitive therapy, Chapter 8. Mindfulness of the Breath: Session 3
Breath by Breath, Introduction & Chapter 1

7 February :: Class 4 :: MBSR/MBCT Session 4
Segal et al. (2002). Mindfulness-based cognitive therapy, Chapter 9. Staying Present: Session 4
Segal et al. (2002). Mindfulness-based cognitive therapy, Chapter 1. Depression: The Scope of the Problem

14 February :: Class 5 :: MBSR/MBCT Session 5
Segal et al. (2002). Mindfulness-based cognitive therapy, Chapter 10. Allowing/Letting Be.
Segal et al. (2002). Mindfulness-based cognitive therapy, Chapter 4. Models in Mind.

21 February :: Class 6 :: MBSR/MBCT Session 6
Segal et al. (2002). Mindfulness-based cognitive therapy, Chapter 11. Thoughts Are Not Facts: Session 6 (MBCT)

28 February :: Class 7 :: MBSR/MBCT Session 7
Segal et al. (2002). Mindfulness-based cognitive therapy, Chapter 12. How Can I Best Take Care of Myself?: Session 7
Rosenberg (1998). Breath by Breath, Chapters 2 & 3

7 March :: Class 8 :: MBSR/MBCT Session 8
Rosenberg (1998). Breath by Breath, Chapters 4 & 5
Speca, Carlson, Mackenzie, & Angen (2006). Mindfulness-Based Stress Reduction (MBSR) as an Intervention for Cancer
14 March :: MINDFUL SPRING BREAK!
Rosenberg (1998). Breath by Breath (Chapters 6 & 7)

21 March :: Class 9 :: Mindfulness in the Buddhist traditions: Vipassana, Zen, and Tibetan Buddhism

28 March :: Class 10 :: Mindfulness and other forms of meditation: TM and the Relaxation Response
Kozak (2006). CD 6 Mindful Relaxation, Tracks 1, 2, & 3

4 April :: Class 11 :: Mindfulness Research, methodological issues/assessment; Mindfulness and the Brain/Body

11 April :: Class 12 :: Overview of Mindfulness- and Acceptance-Based Treatment Approaches

18 April :: Class 13 :: Populations (Fishbowl)


Group 2: Marlatt, Witkiewitz, Dillworth, Bowen, Parks, Macpherson, Lonczak, Larimer, Simpson, Blume, and Crutcher Vipassana Meditation as a Treatment for Alcohol and Drug Use Disorders, (on electronic reserve)

Acceptance and Commitment Therapy (ACT) to the Chronically Mentally Ill. In Baer (Ed). Mindfulness-Based Treatment Approaches.

**Group 4:** Kristeller, Baer, & Quillian-Wolever (2006). Mindfulness-Based Approaches to Eating Disorders. In Baer (Ed). Mindfulness-Based Treatment Approaches.

**Group 5:** Lynch & Bronner (2006). Mindfulness and Dialectical Behavior Therapy (DBT): Application with Depressed Older Adults with Personality Disorders. In Baer (Ed). Mindfulness-Based Treatment Approaches.


25 April :: Class 14 :: Mindfulness in the Workplace and Beyond


2 May :: Class 15 :: Mindfulness for the Clinician – 7 Principles of Applied Mindfulness
