

Mindfulness

PSYC 295

Summer Session 1

22 May 2006 to 22 June 2006

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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 students 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. Students will be expected to maintain a daily mindfulness meditation practice.

The course will explore mindfulness and understanding it in its original context from Theravada Buddhism (Vipassana) and Mahayana Buddhism (e.g., Zen and Tibetan Buddhism). We will then explore mindfulness as a cognitive skill and recast mindfulness meditation as a cognitive behavioral intervention. The course will then explore the different clinical settings in which mindfulness has been applied. Then mindfulness will be explored 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.

Attendance and participation is crucial to the class. Attendance will count 20% towards your final grade. Participation based on the 108 questions assignment will count 30% of your grade. The remaining 50% will be based on a research paper. Students are expected to be self-directed with the readings. There will be no quizzes, midterms, or a final examination. Instead, you will write a 10-page literature review on a topic relevant to mindfulness in clinical practice. The paper should be written in

APA style. The maximum length limit is 10 to 12 pages (exclusive of references and cover; no exceptions). The paper should include at least 10 journal article citations. For participation, generate 108 questions (about 8 questions per class). These questions will come from the readings and more importantly from your attempts to learn and practice mindfulness, and to integrate it into daily life. You may find it helpful to keep a mindfulness practice, experience, and contemplation journal. Come to class with your 8 questions, typed and ready to hand in each 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).

Approved paper topics (sign-up is required)

- Compare and contrast the role mindfulness in the three major Buddhist traditions (Vipassana, Zen, Tibetan)
- Compare and contrast mindfulness to other forms of meditation used clinically (e.g., T.M.)
- Compare and contrast mindfulness meditation to other meditation forms from other religious traditions (e.g., Christian, Jewish, Sufi, Hindu)
- Compare and contrast Langer's Mindfulness to Kabat-Zinn's Mindfulness
- Discuss and elaborate the role of mindfulness in DBT
- Discuss and elaborate the role of mindfulness in ACT
- Provide a critique of the limitations of mindfulness (methodological, clinical)
- Create a new clinical application for mindfulness (modeled on existing applications)
- Feel free to propose a topic ...

You are strongly encouraged to take advantage of the UVM Mindfulness Center at Allen House. I would like everyone to do a group sitting at the Center at least once per week. Throughout the summer, there will be regular weekly sittings. The tentative schedule is Mondays at noon, Wednesdays at 2:00, and starting in June, Tuesdays and Thursdays at 4:30. Space is limited, so there will be sign-up sheet for sitting times.

Required Texts:

- Mindfulness-Based Cognitive Therapy for Depression: A New Approach to Preventing Relapse. (2002). Zindel V. Segal, J. Mark G. Williams, & John D. Teasdale
- Mindfulness and Psychotherapy (2005). Christopher K. Germer, Ronald D. Siegel, & Paul R. Fulton (Eds).
- 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)

Monday 22 May Class 1: MBSR/MBCT Session 1

Wednesday 24 May Class 2: MBSR/MBCT Session 2

1. Mindfulness: What Is It? What Does It Matter?, Christopher K. Germer (MP)
5. The Eight-Session Program: How and Why (MBCT)
6. Automatic Pilot: Session 1 (MBCT)
7. Dealing with Barriers: Session 2 (MBCT)

Thursday 25 May Class 3: MBSR/MBCT Session 3

8. Mindfulness of the Breath: Session 3 (MBCT)

Monday 29 May No Class Memorial Day

Breath by Breath, Introduction & Chapter 1

Wednesday 31 May Class 4: MBSR/MBCT Session 4

9. Staying Present: Session 4 (MBCT)
1. Depression: The Scope of the Problem (MBCT)

Thursday 1 June Class 5: MBSR/MBCT Session 5

10. Allowing/Letting Be: Session 5 (MBCT)
2. Cognition, Mood, and the Nature of Depressive Relapse (MBCT)
7. Depression: Turning toward Life, Stephanie P. Morgan (MP)
8. Anxiety Disorders: Befriending Fear, Christopher K. Germer (MP)
4. Models in Mind

Monday 5 June Class 6: MBSR/MBCT Session 6

11. Thoughts Are Not Facts: Session 6 (MBCT)
9. Psychophysiological Disorders: Embracing Pain, Ronald D. Siegel

Wednesday 7 June Class 7: MBSR/MBCT Session 7

12. How Can I Best Take Care of Myself?: Session 7 (MBCT)
- Breath by Breath, Introduction & Chapter 2 & 3

Thursday 8 June Class 8: MBSR/MBCT Session 8

13. Using What Has Been Learned to Deal with Future Moods:
Session 8 (MBCT)
Breath by Breath, Introduction & Chapter 4 & 5

Monday 12 June Class 9 Mindfulness in the Buddhist traditions: Vipassana, Zen, and Tibetan Buddhism

2. Buddhist and Western Psychology: Seeking Common Ground,
Paul R. Fulton and Ronald D. Siegel (MP)
12. Roots of Mindfulness, Andrew Olendzki (MP)
Appendix B: Glossary of Terms in Buddhist Psychology, Andrew
Olendzki (MP)
Appendix: The Anapanasati Sutra (BBB)

Wednesday 14 June Class 10 Mindfulness in the context of development (Wilber); Mindfulness and other forms of meditation: TM and the Relaxation Response

Psychotherapy As Ordinary Transcendence: The Unspeakable And
The Unspoken. Polly Young-Eisendrath. The Psychology Of
Mature Spirituality: Integrity, Wisdom, Transcendence
The Transformation of Human Suffering: A Perspective from
Psychotherapy and Buddhism; Polly Young-Eisendrath In
Awakening and Insight: Zen Buddhism and psychotherapy
(ER)
CD 6 Mindful Relaxation

Thursday 15 June Class 11 Mindfulness Research, methodological issues/assessment

11. Mindfulness Research, Sara W. Lazar (MP) Mindfulness and the
Brain/Body
Breath by Breath, Introduction & Chapter 7

Monday 19 June Class 12 Mindfulness-based approaches

1. Acceptance and Commitment Therapy and the New Behavior
Therapies, Hayes (ER)
2. Dialectical Behavior Therapy: Synthesizing Radical
Acceptance with Skillful Means, Robins, Linehan, and Schmidt
(ER)

Wednesday 21 June Class 13 Populations

10. Working with Children: Beginner's Mind, Trudy A. Goodman
(MP)
12. Vipassana Meditation as a Treatment for Alcohol and Drug

Use Disorders, Marlatt, Witkiewitz, Dillworth, Bowen,
Parks, Macpherson, Lonczak, Larimer, Simpson, Blume,
and Crutcher (ER)

Mindfulness-Based Approaches to Eating Disorders (ER)

Mindfulness-Based Relationship Enhancement (MBRE) in Couples
(ER)

Thursday 22 June Class 14 Mindfulness for the Clinician -
7 Principles of Applied Mindfulness

3. Mindfulness as Clinical Training, Paul R. Fulton

4. Cultivating Attention and Empathy, William D. Morgan and
Susan T. Morgan (MP)

5. Relational Psychotherapy, Relational Mindfulness, Janet
L. Surrey (MP)

6. Teaching Mindfulness in Therapy, Christopher K. Germer
(MP)