

<b>Course Number</b>	<b>SOWK 551.22 S02</b>	<b>Classroom</b>	<b>Online</b>
<b>Course Name</b>	<b>Mindfulness Based Cognitive Therapy (MBCT)</b>		
<b>Day(s) &amp; Time</b>	<b>May 6 – 29, 2020</b> <b>Synchronous classes: May 6, 8, 11,13,15,20,25,29 via Zoom link</b> <b>Asynchronous classes: May 22, 26</b>		
<b>Instructor</b>	<b>Patrick C. Griffin, MS, RCSW</b>	<b>Office Hours/Location</b>	<b>By Appointment</b>
<b>E-mail</b>	<b>pcgriffi@ucalgary.ca</b>	<b>Phone</b>	<b>403 827- 1650</b>
<b>SYLLABUS STATEMENT</b>			
Focuses on theory and practice related to social work interventions.			
<b>COURSE DESCRIPTION</b>			
<p>Mindfulness Based Cognitive Therapy (MBCT) will explore a specific, evidence-based, first line treatment model for relapse prevention in depression and anxiety.</p> <p>Mindfulness Based Cognitive Therapy (MBCT) is an evidence based, first line treatment option for recurrent depression. The 8-week manualized group model offers clients the opportunity to develop a new relationship with unhelpful thought patterns that often contribute to depression &amp; anxiety 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.</p> <p>This course is designed to teach the model from “the inside out”. In keeping with that philosophy, students will first be participants in an MBCT course (a modified version of the model clients would experience). This will culminate in a brief (1.5 hour) silent retreat. After experiencing the model from the “inside” we will then look at the model from the “outside” by exploring its history, philosophy, connection to social work values and its role in alleviating emotional distress.</p> <p><b>This is a highly experiential course.</b></p>			
<b>COURSE LEARNING OUTCOMES</b>			
<p>Upon completing this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the relevant themes, intentions and particular practice skills embedded in each of the 8-week MBCT course modules.</li> <li>2. Experience MBCT in a client role by participating in a modified version of the actual 8-week MBCT course.</li> <li>3. Apply the philosophy of “inside out” teaching and embodied presence in facilitating MBCT.</li> </ol>			

4. Differentiate MBCT from other therapy models by considering its roots, philosophy and delivery model.
5. Demonstrate a novice level competency in delivering MBCT in an observed practice skill setting.
6. Assess the role and value of MBCT with the adult mental health care delivery system.
7. Enhance professional skills by integrating experiential and theoretical learning.

## LEARNING RESOURCES

### REQUIRED TEXTBOOK

Segal, A., Williams, M., & Teasdale, J. (2013). *Mindfulness based cognitive therapy* (2<sup>nd</sup> ed.). Guilford Press.

### Required Articles:

**Please note that additional suggested readings will be posted to D2L**

Teasdale, J.D., Segal, Z.V., Williams, J.M.G., Ridgeway, V., Soulsby, J., & Lau, M. (2000). Prevention of relapse/recurrence in major depression by mindfulness-based cognitive therapy. *Journal of Consulting and Clinical Psychology, 68*, 615-623.

<http://ovidsp.ovid.com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00004730-200008000-00010&D=ovft&PDF=y>

Kuyken, W., Watkins, E., Holden, E., White, K., Taylor, R.S., Byford, S., Evans, A., Radford, S., Teasdale, J. D., & Dalgleish, T. (2010). How does mindfulness-based cognitive therapy work? *Behaviour Research and Therapy, 48*(11), 110 5 -111 2.

[com.ezproxy.lib.ucalgary.ca/science/article/pii/S0005796710001774](http://com.ezproxy.lib.ucalgary.ca/science/article/pii/S0005796710001774)

Kuyken, W., Hayes, R., Barrett, B., Byng, R., Dalgleish, T., Kessler, D., ... Byford, S. (2015). Effectiveness and cost-effectiveness of mindfulness-based cognitive therapy compared with maintenance antidepressant treatment in the prevention of depressive relapse or recurrence (PREVENT): a randomized controlled trial. *Lancet, 386*(9988), 63-73.

<https://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science/article/pii/S0140673614622224>

Boyce, B. (2016, August). Is Mindfulness the future of therapy? *Mindful, 46*-57.  
<https://www.mindful.org/mindfulness-future-therapy/>

### LEARNING TECHNOLOGIES AND REQUIREMENTS

Students registered for this course are required to have a laptop / desktop with Zoom access. .

The computer will be required to have internet access & sound/speakers and a camera These are required for required to access on-line course materials (e.g. handouts, YouTube) as well as to synchronous classes.

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

For the retreat experience it would be optimal for the student to have a quiet space without disturbance.

A personal journal is recommended.

A yoga mat may be helpful but is not required.

**RELATIONSHIP TO OTHER COURSES**

As a particular mental health skill-set designed to support a broad range of clients, this course in Mindfulness Based Cognitive Therapy (MBCT) supports and develops themes found in SOWK 553.08 (Social Work in Healthcare), SOWK 553.32 (Mental Health & Addictions) and SOWK 412 (Practicum).

**CLASS SCHEDULE**

Date	Topic	Readings/Assignments Due
<b>Wednesday, 6 May 2020 (Synchronous)</b>	<b>Introductions</b>  <b>Review of course outline</b>  <b>Students will be assigned to groups for Structured Controversy exercise on 22 May 2020</b>  <b>MBCT Session 1</b>	<b>Segal, Williams &amp; Teasdale text: p. 108-136</b>
<b>Friday, 8 May 2020 (Synchronous)</b>	<b>MBCT Session 2</b>	<b>Segal, Williams &amp; Teasdale text: p. 144-176</b>
<b>Monday, 11 May 2020 (Synchronous)</b>	<b>MBCT Session 3</b>  <b>Silent Retreat</b>	<b>Segal, Williams &amp; Teasdale text: p. 177 - 213</b>
<b>Wednesday, 13 May 2020 (Synchronous)</b>	<b>MBCT Session 4</b>	<b>Segal, Williams &amp; Teasdale text: p. 214 - 249</b>

<b>Friday, 15 May 2020 (Synchronous)</b>	<b>MBCT Session 5/6</b>	<b>Segal, Williams &amp; Teasdale text: p. 269 - 298 and 299-237</b>
<b>Monday, 18 May 2020</b>	<b>Holiday (no class)</b>	
<b>Wednesday, 20 May 2020 (Synchronous)</b>	<b>MBCT Session 7/8</b>	<b>Segal, Williams &amp; Teasdale text: p. 338-364 &amp; 365-382</b>
<b>Friday, 22 May 2020 (asynchronous)</b>	<p><b>Preparation for Structured Controversy (both individual &amp; team)</b></p> <p>Students will select, review and highlight 2 peer journaled articles related to their assigned position in the Structured Controversy.</p> <p>Students will prepare a 3-minute summary of their finding to the class on 27 May 2020.</p> <p>Teams will develop a summary “position” related to their assigned side of the Controversy.</p> <p>(Rubric in D2L)</p>	
<b>Monday, 25 May 2020 (Synchronous)</b>	<p><b>Structured Controversy</b></p> <p>Each student will have 3 mins to present their findings</p> <p>Each Team will have 5 mins to present a summary of the Team findings</p> <p>Debrief <u>Structured Controversy</u></p> <p>Rubric in D2L</p>	
<b>Asynchronous work for 27 May 2020</b>	<p><b>Virtual Tour:</b></p> <p>Students will virtually visit 3 centres of research &amp; learning related to MBCT:</p> <p><b>Oxford University Mindfulness Centre</b></p>	

	<p><a href="http://www.oxfordmindfulness.org">www.oxfordmindfulness.org</a></p> <p>The Centre for Mindfulness Studies (TO)  <a href="http://www.mindfulnessstudies.com">www.mindfulnessstudies.com</a></p> <p>and Brown University's Mindfulness Center  <a href="https://www.brown.edu/publichealth/mindfulness/home">https://www.brown.edu/publichealth/mindfulness/home</a></p> <p>As the virtually "visit" each centre of learning, students will compare and contrast:</p> <p>Program focus  Delivery models  Training opportunities  Range of client services</p>			
Friday, 29 May 2020 (Synchronous)	<p>Discussion of "virtual tour"</p> <p>Teaching MBCT "from the inside out"</p> <p>Inquiry</p> <p>History &amp; Philosophy of MBCT</p> <p>MBCT and Social Work values</p> <p>Closing Q &amp; A</p>	<p>Segal, Williams &amp; Teasdale text: p. 250-269</p> <p>Segal, Williams &amp; Teasdale text: p. 44-62</p>		
<b>ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION</b>				
<p><b><u>USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS</u></b></p> <p>This class will be offered only through the Zoom platform.</p> <p>Use of phones during class time is discouraged out of respect to the group process and the other students in the class.</p>				
<b>ASSESSMENT COMPONENTS</b>				
<b>Assessment Method</b>	<b>Assessment Description &amp; Criteria</b>	<b>Due Date</b>	<b>Weight</b>	<b>Aligned Course Learning Outcome</b>

<b>Assignment #1</b>	<p>Each day we will experience 1 or 2 modules of the MBCT course model. After each day's class, a 1-page reflection paper is required. These questions should guide your reflection and your reflection on each question should be clearly delineated in the paper.</p> <ol style="list-style-type: none"> <li>1. What did I notice? What showed up for me?</li> <li>2. How did this different way of paying attention to present moment experience impact me?</li> <li>3. How might this be a different way of managing distress?</li> </ol> <p>This reflection paper will be 1 page, 11- point font and double spaced. requirement.</p> <p><b>APA style is not required. Footnotes are not appropriate.</b></p>	<p>A total of 6 one-page papers</p> <p>Due: May 7, 9,12,14,16 &amp; 21 at 11:59 PM MST</p>	<p>5% for each paper</p>	<p><b>2, 3</b></p>
<b>Assignment #2</b>	<p>Structured Controversy: Guidelines will be posted on D2L</p>		<p>20%</p>	<p><b>1, 4</b></p>
<b>Assignment #3</b>	<p>It is often said that “week 9 of the course (MBCT) is the rest of your life”. Please design a Week #9 for the MBCT program.</p> <p>Using the template found in the required textbook (e.g. p. 109-110), design a 2-hour class that speaks to the client population you currently work with or that you hope to work with.</p> <p>The class syllabus must include:</p> <ol style="list-style-type: none"> <li>A. A theme/issue you wish to address that is particular to your client population</li> <li>B. 2-3 teaching points that will be covered in the class</li> <li>C. 2 mindfulness exercises that relate to the theme</li> <li>D. 1 CBT exercise that relates to the theme</li> <li>E. Timeframes for each activity</li> </ol>	<p>15 June 2020 @ 11:59 PM MST</p>	<p>30%</p>	<p><b>1, 3, 4</b></p>

		<p>F. 2-3 literature references from MBCT, mindfulness or CBT literature to underpin the rationale for your choices.</p> <p>This paper should be 6-8 pages, 11-point font, double spaced.</p> <p>Cover page does not count towards the total page count.</p> <p><b>This paper should be in APA format with references.</b></p>			
Participation		This course requires a significant amount of engagement and participation throughout the week.		20%	<b>1,2,3</b>

**ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

**ATTENDANCE AND PARTICIPATION EXPECTATIONS**

This is a highly participatory / experiential course.

Given the concentrated course delivery model in a Block Week format, students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

**GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

Students are expected to participate actively in all Zoom sessions and to turn on their webcam. Please join our class in a quiet space that will allow you to be fully present and engaged in the Zoom sessions. Students must behave in a professional manner during the session.

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). All students are expected to behave in a professional manner during the session.

Since we will be engaged in actual practice of MBCT, please be sure that the confidentiality of classmates is ensured by meeting in a space that supports confidentiality of all.

Should you need to miss a class or any part of a class, please notify the Instructor by text (403 827 1650) or e-mail @ pcgriffi@ucalgary.ca

Make up classes and make-up assignments will not be possible.

**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). **Assignments are due before midnight 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.

If a student uses a cover page, this page does NOT count towards the total number of pages for that assignment.

### **LATE ASSIGNMENTS**

Late assignments will be accepted *only in exceptional circumstances* and at the discretion of the instructor. All requests for an extension must be made in writing. 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 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.

<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>	<b>Percentage Range</b>
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

	<b>COURSE EVALUATION</b>
	<p>Students will be asked to complete Class Feedback forms at the end of each class. This Feedback will focus on the course content of the day – reflecting on the student’s participation, material taught that day as well as concepts that require further clarification.</p> <p>Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.</p>
	<b>ADDITIONAL SUGGESTED READINGS</b>
	<p>Suggested Readings and supports designed to augment the Required Reading will be posted on D2L throughout the course.</p>

## 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-2.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/](http://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 at <http://www.ucalgary.ca/policies/files/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 ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.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/policies/files/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**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**