



MINDFULNESS-BASED PRACTICES & RESEARCH

The University of Toledo, Department of Psychology
College of Arts and Letters (CAL)
PSY 4980-002 (CRN 23822)

Instructor:	Wesley Bullock, Ph.D.	Class Location:	Memorial Field House, Rm. 1030
Email:	wesley.bullock@utoledo.edu	Class Day/Time:	Tues & Thurs, 11:10 -12:30
Office Hours:	Tues & Thurs 12:30-1:30 (or arranged)	Course Credit Hours:	3
Office Location:	University Hall (UH), Rm. 1420	Teaching Assistant:	Hannah Herc
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Term:	Spring, 2018	TA Office:	University Hall (UH), Rm. 6220
		TA Office Hours:	TBA

COURSE DESCRIPTION / OVERVIEW

This course covers the domain of empirically-supported therapy interventions that incorporate mindfulness, meditation, and acceptance-based clinical treatments for psychological disorders. The conceptual foundations and scientific bases of contemporary theory, research, and techniques of Mindfulness-Based Stress Reduction (MBSR); Acceptance and Commitment Therapy (ACT); and Dialectical Behavior Therapy (DBT) will be emphasized. All of these treatment modalities and specific therapeutic techniques address emotion regulation and have wide empirical support in the successful treatment of depression, anxiety, PTSD, borderline personality disorder, pain management, bipolar disorder, and psychosis (as well as many other clinical problem areas). Students will complete readings, receive didactic instruction, and engage in experiential workshop exercises as course requirements.

STUDENT LEARNING OUTCOMES

Following completion of the course students should be able to:

- Discuss the roles of stress and reactivity in emotional dysregulation, and how learning mindfulness practices that promote emotional regulation skills serves to promote both physical health and emotional well-being.*
- Cultivate mindful awareness through several different types of meditation practices.*
- Discuss the theoretical background and health applications of common mindfulness-based and emotion-regulation practices such as Mindfulness-Based Stress Reduction (MBSR) and components of Dialectical Behavioral Therapy (DBT).*
- Practice mindful awareness by learning and engaging with the fundamentals of a mindfulness meditation practice in one's own daily life to cultivate a deeper connection with your body, emotions, and relationships with others*

TEACHING STRATEGIES

1) Readings: The student is responsible for keeping up with the assigned textbook and journal readings. Topics/chapters will be organized according to the outline provided.

2. Lectures: Class attendance and participation during lectures is expected. In general, lectures are designed to highlight and amplify material from the readings, however, there will be some information in class lecture that is not covered in the text. The PowerPoint presentations that are used for class lectures

will be made available on BlackBoard. Please ask questions if you do not understand material from the assigned readings, or material from the lectures.

3. *Experiential Exercises:* Students will participate in mindfulness meditation exercises that will be conducted during class in order to illustrate mindfulness principles and practice for home meditation.

4. *Daily home practice:* Students are expected to engage in a daily home mindfulness practice as a formal component of the course requirements. A daily reflection log will be kept to record the student's practice and reflections on the assigned course readings.

PREREQUISITES

Prerequisite: With rare exceptions, students entering this upper level "special topics" course will have completed the Introductory Psychology course plus at least one (or more) core psychology courses (such as Abnormal Psychology, Cognitive Psychology, Psychophysiology, etc.), which will serve as good foundation for this seminar in mindfulness-based interventions and research in clinical psychology.

REQUIRED TEXT

Forsyth, J.P. & Eifert, G. H. (2016). *The Mindfulness and Acceptance Workbook for Anxiety* (2nd ed.): A Guide to Breaking Free from Anxiety, Phobia & Worry Using Acceptance & Commitment Therapy.

ADDITIONAL REQUIRED READINGS

Additional readings of articles on mindfulness and empirical research on mindfulness and acceptance-based interventions will be assigned across the semester. These articles will be uploaded to Blackboard. See schedule for due dates of readings.

TECHNOLOGY REQUIREMENTS

There are no special technology requirements aside from computer access to BlackBoard.

UNIVERSITY POLICIES

Policy Statement on Non-Discrimination on the basis of Disability (ADA)

The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance](#). (Policy Number: 3364-50-03)

Academic Accommodations

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the [Student Disability Services Office](#) (Rocket Hall, Room 1820. Phone: 419.530.4981)

Resources Related to Sexual or Gender-based Violence and Harassment

The University of Toledo cares greatly about the health and well-being of our students, staff, and faculty, and takes all sexual or gender-based violence and harassment very seriously. If you have experienced sexual assault, sexual harassment, intimate partner violence, and/or stalking and want a confidential place to obtain support and information, please contact the Center for Student Advocacy and Wellness on the main campus in Health and Human Services Room 3017. You can call 419.530.2497 during regular business hours and 419.530.3431 for 24 hour assistance from a trained advocate. In-person, walk-in appointments are also available Monday-Thursday from 8:30 a.m. to 5 p.m. The Center for Student Advocacy and Wellness provides free and confidential advocacy and counseling services to students,

faculty and staff. The YWCA H.O.P.E. Center also can be accessed as an off-campus confidential resource at 419.241.7273. Faculty, teaching assistants, and other university employees are mandated reporters of any incidents of sexual or gender-based violence or harassment. Thus, any disclosures of sexual or gender-based violence or harassment on or off campus made to faculty or teaching assistants, or other university employees must be forwarded to the Title IX Coordinator. The Title IX Office will then contact you regarding your rights, your option to participate in the investigation, interim safety measures and/or academic accommodations, and the need to proceed with an investigation (even if none is requested). Your participation in the process is voluntary. You may call 419.530.3152 to file a complaint or visit the following website for more information and resources: <http://www.utoledo.edu/title-ix/>. Policies relating to Title IX can be found at: <http://www.utoledo.edu/title-ix/policies.html>

ACADEMIC POLICIES

Academic dishonesty: Consistent with University Policy, academic dishonesty will not be tolerated.

Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to: 1) Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation; 2) Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination; 3) Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination; 4) Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it; 5) Giving or receiving substantive aid during the course of an examination; 6) Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period; 7) Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination; 8) Submitting the same written work to fulfill the requirements for more than one course.

The full University policy on academic dishonesty may be found at <http://www.utoledo.edu/dl/students/dishonesty.html>

COURSE EXPECTATIONS

Be prepared. Come to class on time and stay for the entire period. Make sure cell phones are set to silent during class. Do not engage in texting or online activity during class. Students need to attend class and participate in class discussions in order to do well in this class. Each class session will include didactic presentation and experiential practice exercises to engage with the material and develop competency in performance of the mindfulness skills necessary to practice the meditation techniques at home. Students are expected to complete all of the workbook exercises and complete a daily reflection log that will be turned in for review.

GRADING

The course is designed as a seminar and participatory workshop. Course grade will be determined by attendance, participation in class discussion, engagement in the workshop activities, and completion of homework assignments. Text readings from the primary text (*The Mindfulness and Acceptance Workbook*) and the engagement and practice activities within each chapter are expected to be completed by the student. Students will keep a daily log of readings and exercises completed and reflections upon completing the reading and/or exercise. Central to the course is the student developing a daily mindfulness meditation practice. The log will be used to record engagement in daily mindfulness

practice and reflections on the practice. Practice logs and reflections will be submitted to confirm completion of the assignments and chart student growth and competence with the material and practices. Class attendance and participation will be 25% of grade. Completion of workbook exercises and daily reflection log will be 50% of grade. The final 25% of grade will come from the student writing a 3-5 page paper on a mindfulness topic of the student's choosing (for example, mindfulness-based interventions in the treatment of a particular clinical issue like pain management, depression, or eating disorders). The paper should provide general background information about the application of mindfulness to the clinical topic and specifically include review and discussion of at least two empirical research studies (from journal articles) as part of the paper. More detailed instructions and grading rubric will be provided.

COMMUNICATION GUIDELINES

The best way to contact the instructor and the teaching assistant is through our University email. If students are not able to come to our regularly scheduled office hours, we can schedule a mutually workable time to meet outside of regular office hours.

STUDENT SUPPORT SERVICES

Academic support and tutoring services are available to students through the University, including the Learning Enhancement Center, the Writing Center, and the Student-Athlete Academic Services Center. Please visit their web home page for further information on one to access support and tutoring services <http://www.utoledo.edu/success/index.html>

COURSE SCHEDULE (Version dated 1/14/2019)

(Note: [Dates for topics and readings are subject to modifications](#) depending on our progress in covering the topics over the course of the semester.)

Week	Day & Date	Lecture Topics / Activity	Reading from Mindfulness & Acceptance Workbook
Week 1	T 1/15	Introduction; Mindfulness Practice	Prologue & Introduction
	Th 1/17	What is mindfulness and how is mindfulness meditation practiced?	Part 1 – Preparing the Way for Something New Ch. 1 – Choose a New Approach...
Week 2	T 1/22	Recap: Ch. 1 Mohini the Tiger – what does it mean to be free. Being in a habitual/autopilot mode Mindful Breathing Exercise	Ch. 2 – You are Not Alone...
	Th 1/24	Continue Week 2 – Mindful Eating exercise	Ch. 2 – cont.
Week 3	T 1/29	Mind-Body connections. Sympathetic vs. Parasympathetic N.X How mindfulness works with stress reduction	Ch. 3 – Confronting the Core Problem
	Th 1/31	Continue Week 3 topics	Ch. 4 – Assessment and Classification of Psychological Disorders
Week 4	T 2/5	Mindfulness and the Body Mind-body Scan (pg. 66) Muscle Relaxation	Ch. 5 – Letting Go of Old Myths
	Th 2/7		Part 2 – Starting a New Journey Ch. 6 – Facing the Costs...
Week 5	T 2/12	Deepening Your Practice Meditation for anxiety and stress	Ch. 7 – What Matters More to You...
	Th 2/14	Mindful Art Work (Zen Doodle)	Ch. 8 – Ending Your Struggle...
Week 6	T 2/19	Interpersonal Meditation Meditation on Impermanence Ice Chip Meditation	Ch. 9 – Your control Your choices...
	Th 2/21	Healthy Path of Mindful eating, exercise, rest, and connection	Ch. 10 – Getting Into Your Life...
	T 2/26	Mindful walking exercise	Ch. 11- Taking the Observer Perspective
	Th 2/28	Building compassion for self and others. Invoking the Presence of the beloved. Metta meditation exercise	Part 3 – Reclaiming Your Life and Living It Chap. 12 – Taking Control of Your Life
Week 7	T 3/5	SPRING BREAK	
	Th 3/7	SPRING BREAK	
Week 8	T 3/12	Bringing Mindfulness to Art Viewing	Ch. 13 – Finding Your Values

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		and Art Creation	
	Th 3/14	Field Trip to Art Museum	Ch. 14 – Breaking Free from Anxiety with Mindful Acceptance
Week 9	T 3/19	Mindfulness Meditation – Advanced Skills & Practices	Ch. 15 – Bringing Compassion to Your Anxiety
	Th 3/21	RAIN intervention	Ch. 16 – Developing Comfort in Your Own Skin
Week 10	T 3/26	Acceptance and Commitment (ACT) foundational concepts	Ch. 17 – Developing Comfort with Your Judgmental Mind
	Th 3/28	ACT – Advanced skills and practices	Ch. 18 – Making Peace with a Difficult Past
Week 11	T 4/2	Dialectical Behavior Therapy (DBT) Foundational Construct	Ch. 19 – Moving Toward a Valued Life
	Th 4/4	DBT – Advanced skills and practices	Ch. 20 – Staying the Course and Living Your Values
Week 12	T 4/9	Flex Day	
	Th 4/11	Topics tbd	Student Presentations X2
Week 13	T 4/16	Topics tbd	Student Presentations X 2
	Th 4/18	Topics tbd	Student Presentations X 2
Week 14	T 4/23	Topics tbd	Student Presentations X 2
	Th 4/25	Topics tbd	Student Presentations X2
Week 15	T 4/30	FINALS WEEK -	3-5 page Papers Due