

## **Justice Institute of British Columbia COURSE OUTLINE**

**Course Code:** COUNS166

**Course Title:** Mindfulness-Based Counselling

**Prerequisite Courses:**

**School:** School of Community and Social Justice

**Division/Academy/Centre:** Centre for Counselling and Community Safety – Counselling and Capacity Building

**Previous Course Code & Title:**

**Course First Offered:**

<b># of Credits:</b>	<b>.5</b>
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**Course Description:**

Mindfulness has been shown to have a positive impact on brain functioning and psychological well-being. How this is embodied in counselling remains a challenge for many. You will have the opportunity to explore mindfulness and compassion practices for yourself and learn strategies on how to help clients use mindfulness practice for self-management. The characteristics of mindfulness-based counselling are being centered in the present moment and a radical friendliness, acceptance, and compassion to all experiences. You will gain deeper understanding of the relevance of mindfulness practice in the quality of your work with others, its usefulness in cultivating therapeutic presence and empathy, and develop greater experience in both personal and professional applications of mindfulness practices.

**Course Goal(s):**

At the end of this course, participants will be able to use mindfulness practices to develop greater understanding of your own personal mental activity and functioning and learn strategies on how to incorporate mindfulness-based interventions in your clinical work.

**Learning Outcomes:**

Upon successful completion of this course, the learner will be able to:

1. Develop skills to benefit their own and their clients' mindfulness practices through experiential learning techniques
2. Bolster their ability to be present with themselves and their clients in order to increase empathy and compassion
3. Help clients identify and manage negative thought patterns
4. Reduce anxiety and stress
5. Create integration between mind, body, and spirit
6. Help clients improve awareness, see the benefits of acceptance, worth, and confidence
7. Increase feelings of harmony and connection
8. Help clients recognize and observe their body's responses with greater awareness

**Course Topics/Content:**

- Mindfulness and psychological healing.
- Contemplation and Meditation practices.
- Mindfulness skills and affect tolerance.
- Acceptance and sustained well being

**Text and Resource Materials:** Use APA style; specify chapters where applicable. ([Style](#) )

**Required:**

Badenoch, Bonnie (2008). *Being a Brainwise Therapist*. New York: W.W.Norton & Co.

McKay, Matthew & Sutker, Catharine (2007). *Leave Your Mind Behind*. Oakland, CA: New Harbinger Publications, Inc.

Hayes, S., Follette, V. M. & Linehan, M. (Eds). (2004). *Mindfulness and Acceptance, Expanding the Cognitive-Behavioral Tradition*. New York: The Guildford Press. (Ch. 3, 4)

Orsillo, S. & Roemer, L. (2005). *Acceptance and Mindfulness-Based Approaches to Anxiety*. New York: Springer Science-Business Media Inc. (Ch. 1, 2)

**Recommended:**

**Course Level:**

	First Year		Second Year		Third Year		Fourth Year
	Graduate	x	Other (describe):				

**Equivalent Course(s) within the JIBC:**

**Class Delivery Methods:**

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	7.0			
Simulation/Lab	N/A			
Practicum/Fieldwork	N/A			
Online	N/A			
Correspondence	N/A			
<b>Total Class Hours</b>	7.0			

**Comments on Delivery Methods:**

**Course Grading System:**

	Letter Grades		Percentage	x	Pass/Fail
	Complete/Incomplete		Attendance Only		
<b>Passing Grade:</b>		Pass			

**Evaluation Activities and Weighting:**

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	100%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

**Comments on Evaluation Activities and Weighting:**

100% attendance in the class

Active contribution in large and small group discussions and activities

**Other Course Guidelines, Procedures and Comments:**

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

**Academic Regulations:**

[://www.jibc.ca/programs-courses/jibc-calendar/academic-](http://www.jibc.ca/programs-courses/jibc-calendar/academic-)

- Student Academic Integrity Policy
- Academic Progression Policy
- Admissions Policy
- Academic Appeals Policy
- Evaluation Policy
- Grading Policy

**Student Policies:**

[://www.jibc.ca/programs-courses/jibc-calendar/student-](http://www.jibc.ca/programs-courses/jibc-calendar/student-)

- Access Policy
- Harassment Policy – Students
- Student Records Policy
- Student Code of Conduct Policy

**JIBC Core Competencies**

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

**Critical thinking**

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

**Communication, oral and written**

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

**Leadership**

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

**Independent learning**

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

**Problem solving**

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

**Interpersonal relations**

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

**Inter-professional teamwork**

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

**Information literacy**

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.