

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

Mindfulness Based Clinical Practice and Interventions

SW 540 crn#27416 section# 003

3 credit hours

Spring, 2018

Tuesdays 9:05-12:05

Classroom - TBD

Instructor: David A. Patterson, PhD
Class Time: Tuesdays 9:05-12:05
Office Hours: Thursdays 1-3
or by appointment

Phone: 865-974-7511
Email: dpatter2@utk.edu
305 Henson Hall

(The content of this syllabus is subject to change until the first day of class.)

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*).

University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee's Office of Student Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Course Description

There are two phases to this highly experiential course. Students will first complete the 8-week, Mindfulness Based Stress Reduction (MBSR) course. MBSR is recognized as an evidence based practice by the [SAMSHA’s National Registry of Evidence Based Programs and Practices](#). The 8-week MBSR course integrates a range of meditation practices with body awareness and gentle yoga with the intention to aid participants in enhancing self-care and improved emotional and physical adaptations for healthier living. Students will learn experientially and conceptually how and why this public health intervention that is “secular, scientific, evidence-based practice ...has become an accepted part of mainstream medicine.”¹ The first phase of the course provides an experiential foundation of mindfulness practices integral to fully understanding the clinical interventions examined in the second phase of the course.

In the second phase, students will engage the theory and empirical research informing and supporting mindfulness based clinical interventions. Several mindfulness based clinical interventions will be examined including Mindfulness Based Cognitive Therapy, Mindfulness Based Relapse Prevention, Acceptance and Commitment Therapy, and applications of mindfulness based practices in the treatment of trauma.

Course Rationale

Since 1980, there has been exponential growth in the number of research publications on mindfulness based clinical interventions. Multiple studies and meta analyses of MBSR and mindfulness based clinical interventions have found moderate to strong effect sizes for treatment of anxiety and mood symptoms associated with serious health conditions as well as for individuals experiencing mood-spectrum disorders, stress, and anxiety without co-morbid health conditions. In sub-clinical and healthy populations, mindfulness based interventions have been shown to produce positive change in psychological well-being, emotional regulation ability, and cognitive functioning. A recent preliminary study found long-term meditation practitioners slowed age-related intrinsic epigenetic age acceleration, suggesting meditation could be “a useful preventive strategy for age-related chronic diseases.”²

¹ <https://www.umassmed.edu/cfm/mindfulness-based-programs/mbsr-courses/mbsr/mbsr-course-outline/>

² [http://www.psyneuen-journal.com/article/S0306-4530\(18\)30403-1/fulltext](http://www.psyneuen-journal.com/article/S0306-4530(18)30403-1/fulltext)

Given the wealth of research supporting the clinical utility and efficacy of mindfulness based interventions, social work and other behavioral health students who develop a strong experiential and conceptual understanding and skills with these practices are better prepared to cultivate their capacity, through additional specialized training, to offer mindfulness based interventions in clinical practice settings.

An additional rationale for this course is that it offers to students a set of skills and practices to foster and support their own well-being. Self-care is increasingly recognized as essential to the maintenance of emotional, physical, and spiritual well-being in order to effectively serve clients, reduce occupation related burn-out, and attenuate the deleterious impact of ongoing exposure to client reported trauma and other vicissitudes of living.

Course Competencies

By the completion of this course, the students are expected to be able to:

- Describe the key aspects of mindfulness relating to stress reduction, coping with pain and illness, and the enhancement and fostering of well-being.
- Articulate the primary theoretical and philosophical foundations of MBSR and mindfulness-based clinical interventions.
- Describe the empirical research supporting MBSR and mindfulness-based clinical interventions as evidence-based practices.
- Articulate how mindfulness practices may be utilized in both professional and personal settings to more effectively address the intrapsychic and interpersonal demands of both settings.
- Explicate the similarities and differences between the mindfulness based clinical interventions (Mindfulness Based Cognitive Therapy, Mindfulness Based Relapse Prevention, Acceptance and Commitment Therapy, and applications of mindfulness based practices in the treatment of trauma) covered during the last third of the semester.
- Articulate the potential benefits of mindfulness-based stress reduction and mindfulness based clinical interventions in educating clients and their families about the benefits of such programs in their own lives.
- Articulate an understanding of the essential linkage between cultivation and sustaining of a personal practice and utilization of mindfulness-based practices in clinical settings.
- Demonstrate the ability to teach basic mindfulness sitting practice.

Course Requirements

1. Attendance

Central to this course is the experiential learning of the basic practices of mindfulness that are taught through engagement with these practices in class sessions. Therefore, the only way to learn and cultivate one's capacity to utilize these practices is through class attendance. As

such, attendance will be taken at each class session. As described below in the grading section, there are 100 possible points in the class. Each missed class will result in the loss of five points. There is no option to make up classes.

As noted in the Course Outline below, there is an all-day practicum scheduled for Saturday, February 24 from 8:00 AM till 4:30 PM. Practicum attendance is required to receive credit for this course. Failure to attend will result in an incomplete (I) for the course. Therefore, it is imperative to make all necessary arrangements to attend the practicum session. If student must miss a class session, it is his/her responsibility to contact the professor via email in advance of the class session. Each class and the practicum will start on time. Late arrival will be counted as an absence.

2. Participation, Class Discussions, and Confidentiality

The mindfulness practices students will participate in over the course of this class include 1) mindfulness sitting practice, 2) gentle yoga/mindful movement, 3) body scan, and 4) walking meditation. There are two truths about these practices and each student's relationship to these practices that need to be considered and understood. First, as is made clear throughout this syllabus, this is a highly experiential course which thereby requires full participation in order to understand the material of the course both experientially and conceptually. You are expected to participate in all practice to the extent you feel capable. Second, as an adult and a self-sovereign individual, you are responsible attending to your body, for not doing anything that you believe could cause injury. Though they will often be offered, feel free to request variations or alternatives to movements. Alternatively, you can substitute a movement that is more familiar to you and may be more comfortable. A second alternative would be to elect to not do a potentially problematic movement and to instead focus your attention internally how the practice might be experienced.

This course involves frequent discussions of our experiences in doing the practices in class and at home. We will also discuss our reactions to the readings and contemplation exercises. Students are expected to do the weekly readings and home practices in order to both offer substantive contributions to the discussions and to fully imbibe in the richness of the content of the readings and home practices. Per class contemplation of the readings and other material will enrich your contributions to the class discussion and the experiences of your classmates.

All discussions that occur during class sessions are to be held in confidence. Any violation of confidentiality represents a serious violation of professional ethics and will constitute grounds for dismissal from the class and failure of the course. Other sanctions may be sought at the College and University level. Do not text, tweet, Facebook, or disseminate in any media information about anything that is said or occurs during a class session.

3. Practice Log

For the eight weeks of the MBSR you will write a brief (1-2) log of your thoughts and experiences with doing the practices in class and during the week in your home practice. The

intention of this assignment is for you to record and reflect on the readings, experiences, and contemplations on the ongoing unfolding of the MBSR class. The weekly logs are due by the start of class each Tuesday. You will upload your weekly log entries to a Canvas Assignment folder.

4. **Paper**

Select one of the four topics (applications of mindfulness based interventions) covered in weeks 12-15 to research and describe in a 10-12-page final paper. In this paper, you will 1) review the theoretical foundations of the model, 2) describe the empirical evidence supporting the model, including its breadth, depth, quality, 3) summarize the key components of the intervention, and 4) report on the training requirements for certification in the use of the model. Use APA format.

5. **Quiz**

The course quiz will cover the course material from the first 11 weeks of class.

6. **Grading**

Weekly Practice Logs	40%
Participation	20%
Quiz	15%
Final Paper	25%
Grading Scale- 100-95=A, 94-90 = A-, 89-85 = B+, 84-80 = B, 79-75 = C+, 74-70 = C	100%

Required Texts

Full Catastrophe Living How to Cope with Stress, Pain and Illness Using Mindfulness Meditation - Paperback – 2013 by [Jon Kabat-Zinn](#) (Author) Publisher: Piatkus; Revised edition (2013) ISBN-10: 0749958413, ISBN-13: 978-0749958411

The Heart of Mindfulness-Based Stress Reduction: A MBSR Guide for Clinicians and Clients - Paperback – April 18, 2017 by [Elana Rosenbaum](#), PESI Publishing & Media (April 18, 2017) ISBN-10: 1683730496, ISBN-13: 978-1683730491

Required Course Materials

1. Yoga mat or some non-slip alternative
2. Modest, comfortable, and loose-fitting clothing to enable gentle yoga/mindful movement
3. A signed university waiver form (to be provided)
4. Optional Materials include...
 - a. Socks, sweater, shawl
 - b. A small blanket

Course Outline

- Week 1 – 1/16/18 Introduction to the class and orientation to Mindfulness Based Stress Reduction 8-Week Course
Readings- Rosenbaum, Section 1
Kabat-Zinn – Chapters 1 & 2
- Week 2 – 1/23/18 Mindfulness Based Stress Reduction – Class 1
Readings- Rosenbaum, Section 2
Kabat-Zinn – Chapters 3, 4, 5
- Week 3 - 1/30/18 Mindfulness Based Stress Reduction – Class 2
Readings- Rosenbaum, Section 4, Session 1
Kabat-Zinn – Chapters 6-10
- Week 4 – 2/6/18 Mindfulness Based Stress Reduction – Class 3
Readings- Rosenbaum, Section 4, Session 2
Kabat-Zinn – Chapters 11-13
- Week 5 – 2/13/18 Mindfulness Based Stress Reduction – Class 4
Readings- Rosenbaum, Section 5, Session 3
Kabat-Zinn – Chapters 14-16
- Week 6 – 2/20/18 Mindfulness Based Stress Reduction – Class 5
Readings- Rosenbaum, Section 6, Sessions 4 & 5
Kabat-Zinn – Chapters 17-20
- Week 7 – 2/27/18 Mindfulness Based Stress Reduction – Class 6
Readings- Rosenbaum, Section 7, Sessions 6
Kabat-Zinn – Chapters 21-23
- All Day Practicum – 3/318 – Location to be determined
- Week 8 – 3/6/18 Mindfulness Based Stress Reduction – Class 7
Readings- Rosenbaum, Section 8, Sessions 7 & 8
Kabat-Zinn – Chapters 24-27
- Spring Break 3/12-3/16/18
- Week 9 – 3/20/18 Mindfulness Based Stress Reduction – Class 8
Readings- Rosenbaum, Section 8, Sessions 7 & 8
Kabat-Zinn – Chapters 28-32
- Week 10 – 3/27/18 Theory and Research on Mindfulness Based Interventions
Readings - TBD

Week 11- 4/3/18	Teaching mindfulness based sitting practice Readings - TBD
Week 12 - 4/10/18	Mindfulness Based Cognitive Therapy Mindfulness Based Relapse Prevention Quiz Due Readings - TBD
Week 13 - 4/17/18	Acceptance and Commitment Therapy and trauma focused mindfulness interventions Readings – TBD
Week 15 – 4/24/18	Integrating mindfulness based practices – Client and self-care Readings – TBD
Week 15 – 5/1/18	Final Paper Due

Reference Materials

Forthcoming...