



# SUBJECT OUTLINE

Subject Name:

**Mindfulness in Practice**

Subject Code:

**SOCM3**

## SECTION 1 – GENERAL INFORMATION

Award/s:

Undergraduate Certificate in Lifestyle Coaching

Total Course Credit Points:

10

Level:

1<sup>st</sup> Year

Duration:

1 Semester

Subject is:

Core

Subject Credit Points:

2

### Student Workload:

No. timetabled hours per week:  
3

No. personal study hours per week:  
2

Total hours per week:  
5

Delivery Mode\*:

☐ On campus

☒ Online / Digital

☐ Blended

☐ Intensive

Weekly Session^ Format/s - 1 session per week:

☒ eLearning modules:

Lectures: Interactive online learning modules

Tutorials: can include asynchronous tutor moderated discussion forum and activities, learning journal activities or other web-based resources.

\*All modes are supported by the online learning management system which will include subject documents such as handouts, readings and assessment guides.

^A 'session' is made up of 3 hours of timetabled / online study time per week unless otherwise specified. Each subject has a set number of sessions as outlined above.

Study Pattern:

☒ Full Time

☒ Part Time

Pre-requisites:

Meet entry requirements for course with a background in allied health field

Co-requisites:

Nil

## SECTION 2 – ACADEMIC DETAILS

### Subject Rationale

In this subject, students will study the historical foundations that underlie the contemporary development of mindfulness as a method for achieving well-being. Through the study and practice of mindfulness students will explore and develop diverse skills and techniques including: 1) Refining mindfulness skills; 2) Cultivating self-reflection and compassion; 3) Evaluating ethical principles of working with clients. Students will come to recognise the importance of understanding the full potential of mindfulness practices, and its application, in both self-care practices and the care of others.



## Learning Outcomes

1. Describe the contemporary development of mindfulness from its historical and cultural origins.
2. Evaluate the evidence of mindfulness practices and their use within health care settings.
3. Demonstrate ability to perform a variety of mindfulness practices.
4. Demonstrate ability to educate and communicate mindfulness practices within the healthcare setting.
5. Develop an understanding of reflective practices in mindfulness.

## Assessment Tasks

Type	Learning Outcomes Assessed	Session Content Delivered	Due	Weighting
<b>Written Assignment 1</b> Mindfulness script (500 words)	2-4	1-7	Week 7	25%
<b>Written Assignment 2</b> Evidence based mindfulness intervention (1500 words)	1-2, 5	1-7	Week 11	50%
<b>Video Based Assignment 3</b> Mindfulness & Introspection: a 10 min video	3-4	1-12	Week 13	25%
All written assessments and online quizzes are due at 11:55 p.m. Sunday and submitted through the LMS.				
To achieve a passing grade in this subject, students must: <ul style="list-style-type: none"> <li>• have a cumulative mark of at least 50%, and</li> <li>• have submitted all assessment items with a value greater than 15%.</li> </ul>				

### Prescribed Readings:

Brown, K. W., Creswell, J. D., & Ryan, R. M. (Eds.). (2015). *Handbook of mindfulness: Theory, research, and practice*. The Guilford Press. [ebook available]

### Recommended Readings:

Bullock, B. G. (2016). *Mindful relationships: Seven skills for success, integrating the science of mind, body and brain*. Handspring Publishing. [[ebook available](#)]

Burch, V., & Penman, D. (2013). *Mindfulness for health: A practical guide to relieving pain, reducing stress and restoring wellbeing*. Piatkus.



- Dunkley, C., & Stanton, M. (2014). *Teaching clients to use mindfulness skills: A practical guide*. Routledge. [\[ebook available\]](#)
- Kabat-Zinn, J. (2013). *Full catastrophe living: How to cope with stress, pain and illness using mindfulness meditation*. Piatkus.
- McCown, D., Reibel, D., & Micozzi, M. (2010). *Teaching mindfulness: A practical guide for clinicians and educators*. Springer. [\[ebook available\]](#)

Subject Content		
Week	Lectures	Tutorials / Practicals
1.	<b>Introduction</b> (Subject Outline / Subject Aims / Assessment / Teaching Resources) <b>Introduction to Mindfulness in Practice</b> <ul style="list-style-type: none"> <li>Define mindfulness within the contemporary context                             <ul style="list-style-type: none"> <li>How is it used?</li> <li>Why is it used?</li> </ul> </li> <li>Overview of the historical and cultural origins of mindfulness</li> <li>Overview of mindfulness practice: East vs West</li> <li>Mindfulness research</li> </ul>	Activities are developed to allow students to explore relevant concepts, expand on ideas and have peer and lecturer interaction. Activities also allow for formative assessment and feedback. <ul style="list-style-type: none"> <li>Prescribed tutorial activities</li> </ul>
2.	<b>Concepts of Contemplative Practice</b> <ul style="list-style-type: none"> <li>Mindfulness &amp; Buddhism: Historical origins                             <ul style="list-style-type: none"> <li>Right mind</li> <li>Beginners mind</li> </ul> </li> <li>Mindfulness of breathing as a focus in contemplative traditions</li> </ul>	<ul style="list-style-type: none"> <li>Prescribed tutorial activities</li> <li>Guided meditation</li> </ul>
3.	<b>Mindfulness Practice</b> <ul style="list-style-type: none"> <li>Kabat-Zinn: The development of mindfulness-based stress reduction (MBSR)</li> <li>Teasedale, Segal &amp; Williams: Mindfulness-based cognitive therapy (MBCT)</li> </ul>	<ul style="list-style-type: none"> <li>Prescribed tutorial activities</li> <li>Guided meditation</li> </ul>
4.	<b>Mindfulness Practice 1</b> <ul style="list-style-type: none"> <li>Using the breath as a focus for developing present moment awareness</li> <li>Physiological benefits of mindfulness of breathing</li> </ul>	<ul style="list-style-type: none"> <li>Prescribed tutorial activities</li> <li>Guided meditation</li> </ul>
5.	<b>Mindfulness Practice 2</b> <ul style="list-style-type: none"> <li>Using the body scan meditation to develop self-awareness non-judgementally</li> <li>Reflecting on self-awareness non-judgementally</li> </ul>	<ul style="list-style-type: none"> <li>Prescribed tutorial activities</li> <li>Guided meditation</li> </ul>



6.	<b>Mindfulness Practice 3</b> <ul style="list-style-type: none"> <li>➤ Acceptance vs. resignation: Extending non-judgement</li> <li>➤ Understanding non-striving</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prescribed tutorial activities</li> <li>➤ Guided meditation</li> </ul>
7.	<b>Mindfulness Practice 4</b> <ul style="list-style-type: none"> <li>➤ Mindful attitudes and aspirations</li> <li>➤ Commitment as the basis for change</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prescribed tutorial activities</li> <li>➤ Guided meditation</li> </ul>
<b>NON-TEACHING WEEK</b> (note that make-up classes may be scheduled in this week) <b>Semester 1</b> – This aligns with the week after Easter so it may fall between Weeks 6 to 8 <b>Semester 2 &amp; Online students</b> – The non-teaching week falls between Weeks 7 and 8		
8.	<b>Benefits of mindfulness practice</b> <ul style="list-style-type: none"> <li>➤ Physical health outcomes</li> <li>➤ Mental / Emotional health outcomes</li> <li>➤ Mindful communication</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prescribed tutorial activities</li> <li>➤ Guided meditation</li> </ul>
9.	<b>Mindfulness in Health Care Practice</b> <ul style="list-style-type: none"> <li>➤ The mindful practitioner</li> <li>➤ Planning and implementing mindfulness strategies</li> <li>➤ Ethical considerations scope of practice and limitations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prescribed tutorial activities</li> <li>➤ Guided meditation</li> </ul>
10.	<b>Addressing Health Behaviour Change</b> <ul style="list-style-type: none"> <li>➤ Motivation for change</li> <li>➤ Barriers to change</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prescribed tutorial activities</li> <li>➤ Guided meditation</li> </ul>
11.	<b>Teaching Mindfulness to Others</b> <ul style="list-style-type: none"> <li>➤ Ethical principles of working with clients</li> <li>➤ Working one-on-one</li> <li>➤ Working with small groups</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prescribed tutorial activities</li> <li>➤ Guided meditation</li> </ul>
12.	<b>Applications of Mindfulness</b> <ul style="list-style-type: none"> <li>➤ Mindfulness in Daily Life</li> <li>➤ Attitudes and Commitments</li> <li>➤ Self-awareness Self care</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prescribed tutorial activities</li> <li>➤ Guided meditation</li> </ul>
13.	<b>Revision</b>	
14-15.	<b>Non-Teaching Weeks / Practical Examination Weeks 1 &amp; 2</b> Note that make-up classes may be scheduled in these weeks	
16-17.	<b>Final Examination Weeks 1 &amp; 2</b> There is no final exam for this subject	