

Mindfulness and Counselling in the Community

EMP 2520HS

2016 Winter

Seminars Wednesdays 7:00 – 9:00 PM

Instructor: Jennifer M. Motha, Ph.D., OTC.

Office Hours Wednesdays 5:00 – 7:00 PM or by appointment

Course Description:

The course investigates Buddhist Mindfulness related to Anapanasati and Satipatthana; and awareness of breath, body, feelings, mind and phenomena/dhamma. Through exploration of Buddhist spirituality/philosophy/psychology related to these two discourses class members will draw links to everyday life. Focusing on mindfulness of breathing, speech, feelings and thoughts members will examine the pedagogy of mindfulness attributed to the historical Buddha, his associates along with its contributions to contemporary counselling.

The class will be conducted in a lecture/seminar style drawing on key points from the readings. Each class will begin with a 5 minute silent meditation followed by a summary/discussion of salient theoretical concepts guided by weekly course readings. During seminar portion of the class, members will have the opportunity to share and discuss their weekly response papers as they relate to mindfulness and experiential practice including personal/professional applications. Invited guests will speak on the practice of meditation.

Course Methodology:

Students will read translations of primary religious texts as well as contemporary Buddhist essays. They will familiarize themselves with the concepts and spiritual teachings related to foundations of mindfulness meditation and key terms related to Buddhist meditation pedagogy through the use of various teaching/learning modalities, oral, written communication and experiential practice. Students will be required to prepare a weekly two-three page response paper, i.e., a composition related to points of interest based on their understanding of the readings. Response papers will include a practical application/understanding of key terms/concepts highlighted in the readings, including the affective tone experienced by the reader. Response papers will be collected at the onset of each class and will contribute to the students' weekly written participation and knowledge of subject matter. Additionally, an opportunity to share response papers will be provided during the 2nd half of the seminar class and will contribute to the students' class participation and engagement with course material. As well, class members will have opportunities to engage with mindfulness meditation through various meditative modalities during class and will be encouraged to cultivate their own meditation practice as a means of phenomenological self inquiry for personal awareness.

Weekly readings from course text and additional sources will be posted on blackboard or through e links from the University of Toronto; or through the Toronto Public Library and the internet.

Course Evaluation:

20% class attendance (1.5% for each class attended and 2% bonus for attending all classes)

40% 2-3 pp. weekly response papers related to weekly readings required) worth 5% each. Guidelines for response papers will be provided in the first class of this course.

40% research paper 16-18 pages including bibliography. Class members will be encouraged to use their weekly response papers to develop a research topic related to some aspect of the pedagogy of mindfulness noting its benefits, challenges, and paradoxes for the spiritual facilitator, therapeutic counselor or lay person. Research essay topics will be provided by the instructor mid-term or a topic of student's choice to be determined in consultation with the instructor. Students will receive a rubric for grading the essay.

Course outcomes at BD Level:

Upon completion of this course, student will be able to:

Religious Faith and Heritage

- Demonstrate (through weekly in class discussion, weekly response papers, and a final paper) basic knowledge of Buddhist spiritual psychology and epistemology, specific to Anapanasati and Satipatthana.
- Articulate (through weekly in class discussion and response papers) the three-fold practice of mindfulness meditation -- samatha, vipassana and loving-kindness -- in its traditional religious context and its evolution in western psychotherapy

Culture and Context

- Demonstrate (through weekly in class discussion and response papers) appreciation for the value of mindfulness mediation in diverse contexts and community settings.

Spiritual Formation

- Demonstrate (through weekly in class discussion, weekly response papers, and a final paper) basic understanding of mindfulness as spiritual practice
- Demonstrate (through weekly class discussion and response papers) the capacity to attend to breathing, speech, feelings and thoughts as pedagogical tools for growth in mindfulness.

Practice of Area of Specialization

- Demonstrate (through weekly discussion, weekly response papers, and a final paper) knowledge of the theories and practices of traditional mindfulness meditation as applied to contemporary community services and counseling
- Demonstrate (through weekly discussion, weekly response papers, and a final paper) skill in critical analysis in writing and oral expression

CRPO competencies:

1.1 c

1.3 a

1.4 a, c, d.

1.5 a, b, c, e

2.1 a, b, c, d, e, f, g

2.2 a, b

2.3 b

3.4 a

Required Text for Course:

- Goldstein, Joseph, Mindfulness a practical guide to awakening. Boulder, CO: Sounds True Inc. 2013.

Additional Readings Required for Course:

Articles that can be accessed through Blackboard (BB); on line through the University of Toronto Library (UTL); or through Toronto Public Library (TPL) or through the internet (I)

Batchelor, M. Meditation and mindfulness. Contemporary Buddhism: An Interdisciplinary Journal 2 (1) pp.157 – 164.

Batchelor, M. The Dhamma, the teachings in The Spirit of the Buddha. New Haven: CT. 2010. 29 – 45.

Dali Lama XIV & Ekman, P . Emotional Balance in A Conversation Between the Dali Lama and Paul Ekman. New York: NY. Holt Paperbacks. 79-84; 86-104. (BB)

Gunaratana, B. Mindfulness in Plain English. Somerville: MA Wisdom, 2002 or 2011.

Gombrich, R. Equinox, Publishing. (2009). Sheffield:Yorkshire. Equinox Publishing.

Hooks, b. Clarity: Give Love Words, in All About Love. New York: NY. William Morrow and Company, Inc. (2000). 1-14.

Morgan, S. P. Practical Ethics, in Germer, C.K. Siegel, R. D. & Fulton, P. eds. Mindfulness and Psychotherapy. New York: NY. Guilford Press. 112 - 129. (BB).

Makransky, J. Compassion in Buddhist Psychology in Germer, C.K. & Siegel, R. D. eds. Wisdom and Compassion in Psychotherapy Deepening Mindfulness in Clinical Practice. New York: NY. The Guilford Press. (2012). 61- 74. (BB).

Olendzki, A. Glossary of Terms in Buddhist Psychology in Germer, C.K. Siegel, R. D. & Fulton, Mindfulness and Psychotherapy. (2005). 289- 295 New York: NY. Guilford Press. REF. (online UofT).

Olendzki, A. Mindfulness and Meditation, in Didonna, ed. Clinical Handbook of Mindfulness. Springer Science and Business Media, 2009. 37- 44 (BB).

Rahula, W. The First Noble Truth: Dukkha, in What the Buddha Taught. New York: NY. Grove Press. 16-28 REF. (BB).

Rosenberg, L. The anapanasati sutra, in Breath by Breath The Liberating Practice of Insight Meditation. 198 – 208.

Saddhatissa, H. S. The Buddha's Way. New York, George Allen & Unwin Ltd. 1971. Course reserves

Salzberg, S. Mindfulness and loving-kindness. Contemporary Buddhism: An Interdisciplinary Journal 2 (1) pp. 177-182.

Siegel, R. D. & Germer, C.K. Wisdom and Compassion Two wings of a Bird in Germer, C.K. & Siegel, R. D. eds. Wisdom and Compassion in Psychotherapy Deepening Mindfulness in Clinical Practice. New York: NY. The Guilford Press. 2012. 7 – 34 (BB)

Wallace, A. The Attention Revolution, Unlocking the power of the focused mind. Sommerville, MA: Wisdom Publications, Inc. (I)

Welwood, J. Realisation and Embodiment: Psychological work in the service of spiritual development in Watson, G., Batchelor, S. & Claxton, G. (eds.) The Psychology of Awakening Buddhism, Science and Our Day – to Day Lives. 137 – 166. (BB).

Welwood, J. Reflection and Presence, the Dialectic of Awakening in Toward a Psychology of Awakening, Buddhism, Psychotherapy and Path of personal and Spiritual Transformation. Boston: MA. Shambhala 2000. 98-129 (BB.)

Young-Eisendrath, P. Empty rowboats no blame and other therapeutic effects of no-self in long-term psychotherapy and psychoanalysis, in Matahars, D., Miller, M.E. & Ando, O. eds., Self and No-Self Continuing the Dialogue between Buddhism and Psychotherapy. 92 – 99 (BB).

Schedule: * required

January 13

Intro: the Buddha the Sattipatthana Sutta, Meditation

*Olendzki , A. Mindfulness and Meditation. 37 - 44. (BB)

*Goldstein, Chapters 1- 6 pp.3 – 42.

*Wallace, pp. 13-16. (I)

Batchelor, M. Meditation and mindfulness. Contemporary Buddhism: An Interdisciplinary Journal 2 (1) pp.159 – 164.

Saddhatissa, H. S. Life and teaching of the Buddha. pp 19 – 34. Course reserves

January 20

Germinating the seeds for practice: Mindfulness of the Breath Body, Feelings and Mind

*Goldstein, J. Chapters, 7-14. pp. 45 -118.

*Rosenberg, L. The Anapanasati Sutra pp. 198- 208 (BB)

*Wallace. A. pp. 18 – 22. (I)

January 27

Mindfulness of the Dhammas – five hindrances and aggregates of clinging

*Goldstein, J. Chapters 15–22 pp. 121–202

Dali Lama XIV & Ekman P. Emotional Balance. pp. 79-84 & 86-104. (BB)

February 3

Loving-kindness

* Wallace, pp. 23-26. (I)

*Gunaratana, B. The power of loving-friendliness pp 177-198 (I)

*Salsberg, S. Mindfulness and loving-kindness. Contemporary Buddhism: An Interdisciplinary Journal 2 (1) 177-182. (UTL)

*Welwood, J. Welwood, J. Realisation and Embodiment: Psychological work in the service of spiritual development in Watson, G., Batchelor, S. & Claxton, G. The Psychology of Awakening Buddhism, Science and Our Day – to Day Lives. 137 – 166. (BB)

hooks, b. Clarity: *Give love words*. All about Love. pp 1-14. (BB)

February 10

Mindfulness of the Dhammas – the six sense spheres

*Goldstein, J. Chapters 23 & 24 pp. 205 -222

*Gunaratana, B. Chapter 11 p.115 -120. (I)

*Wallace, I. pp. 29 – 42. (I)

February 17

Reading Week no class

February 24

Mindfulness of the Dhammas – the factors of awakening

*Goldstein, J. Chapters 25 - 27 pp. 225-246.

*Wallace pp. 43-46. (I)

*Young-Eisendrath, P. Empty rowboats not blame and other therapeutic effects of no-self in long-term psychotherapy and psychoanalysis pp 92-99. (BB)

March 2

Mindfulness of Dhammas – the four noble truths

*Goldstein, J. Chapters 32-35 pp 287- 344

*Batchelor, M. The Dhamma, the teachings. The Spirit of the Buddha pp 29-45. (UTL)

March 9

Mindfulness of Dhammas – the Noble Eightfold Path: Wisdom Factors

*Goldstein, J. Chapters 36-40 pp. 327- 366

*Siegel, R. D. & Germer, C.K. Wisdom and compassion two wings of a bird. Wisdom and Compassion in Psychotherapy Deepening Mindfulness in Clinical Practice pp. 7 -34. (BB)

Makransky, J. Compassion in Buddhist Psychology in Germer, C.K. & Siegel, R. D. eds. Wisdom and Compassion in Psychotherapy Deepening Mindfulness in Clinical Practice. New York: NY. The Guilford Press. 2012. 61- 74. (BB).

March 16

Mindfulness of Dhammas – the Noble Eightfold Path: Morality Factors

*Goldstein, J. Chapters 41- 42 pp. 371-387.

*Morgan, S.P. Practical Ethics, Mindfulness and Psychotherapy (2015) pp. 112- 129 (BB)

March 23

Mindfulness of Dhammas – the Noble Eightfold Path: Concentration Factors

*Goldstein, J. Chapters 43-44 pp. 391- 399

*Gunaratana, B, Chapters 12 -14 pp. 121-156. (I)

*Welwood, J. Reflection and presence the dialectic of awakening. pp. 98 – 129.

March 30

Experiencing the Path

*Goldstein, J. Chapter 44 pp. 401- 403

*Gombrich, R. What the Buddha meant by No Soul in What the Buddha Thought. Equinox, Publishing. (2009) 60-74. (BB)

* Gombrich, R. Nirvana in What the Buddha Thought. Equinox, Publishing. (2009) 155 - 159 (BB).

April 6

Essay due

Review

Gombrich, R. The Buddha's Positive Values: Love and Compassion in What the Buddha Thought, Equinox, Publishing. 2009 75-91. (Course Reserves).

Fulton, P. Mindfulness as Clinical Training. Mindfulness and Psychotherapy. 2nd edition. pp. 59-75. (BB)

Recommended Readings:

Meditation

Hart, W. The Art of Living Vipassana Meditation as taught by S.N. Goenka.(1987). New York:NY. Harper Collins.

Humphreys, C. Concentration and Meditation A Manual of Mind Development. 1968 (6th edition) London: UK.

Ricard, M. Why Meditate Working with Thoughts and Emotions. (2010). Carlsbad: CA. Hay House Publishers.

Loving-kindness/Compassion

Burtt, E. A. (1982).The Teachings of the Compassionate Buddha, Early Discourses, the Dhammapada and later Basic Writings. New York: NY. The Penguin Group.

Chödrön, P. Awakening Loving-Kindness. (1996). Boston: MA. Shambhala.

Chödrön, P. Comfortable with Uncertainty. (2003). Boston: MA. Shambhala.

Salzberg, S. Loving-Kindness The Revolutionary Art of Happiness. (1995). Boston: MA. Shambhala Publications.

The Buddha/Dharma/Ethics/

Batchelor, M. The Spirit of the Buddha. (2010). Totton: Hampshire. Hobbs the Printers.

Carrithers, M. Buddha a very short Introduction. (2001). Oxford: UK. Oxford University Press.

Gombrich, R. What the Buddha Thought. (2009). Sheffield:Yorkshire. Equinox Publishing.

Keown, D. Buddhist Ethics A very short Introduction. (2005). New York: NY Oxford University Press.

Service Professions

Epstein, M. Thoughts Without a Thinker Psychotherapy from a Buddhist Perspective. (1995). New York: NY. BasicBooks.

Germer C. K. Siegel, R. D. & Fulton, P.R. (eds.) Mindfulness and Psychotherapy (2015) 2nd edition.

Kramer, G. Insight Dialouge Interpersonal Path to Freedom (2007). Boston: MA. Shambhala Publications Inc.

Everyday Life

Batchelor, S. After Buddhism: Rethinking the Dharma for a Secular Age. (2015). New Haven: CT. Yale University Press.

Kornfield, J. The Wise Heart. (2008). New York: NY. Bantam Dell.

Loy, D. A New Buddhist Path Enlightenment, Evolution and Ethics in the Modern World. (2015). Somerville: MA. Wisdom Publications.

Olendzki, A. Unlimiting Mind the Radically Experiential Psychology of Buddhism. (2010). Somerville: MA. Wisdom Publications.

Course Policies:

Policies for courses are contained in the TST Basic Degree/Advanced Degree Handbooks:

1) Late Policy: no penalty if acceptable reason is provided prior to the due date. Otherwise a penalty of 5% per day will be applied to the final essay.

2) Completion of Course Work: All course work including **response papers must be completed according to scheduled dates and requirements as outlined.**

Each response paper is worth 5% of final grade. Only in the case of illness (with a note from a doctor), bereavement or other unusual circumstances will an accommodation be made in consultation with the instructor for missed response papers. Response papers will not be accepted after due date.

With regard to the final essay: Only in the case of illness (with a note from a doctor), bereavement or other unusual circumstances will an extension for the essay be considered and this must be authorized by the Basic Degree Committee and the Faculty.

- 3) Response Papers and essays and assignments can be submitted via Blackboard.
- 4) Consultation: Please do not hesitate to consult with me about any questions or concerns.

Academic Integrity:

Students should read carefully the academic discipline policy on, and severe penalties for, plagiarism and cheating. These are set out in the University of Toronto’s Code of Behaviour on Academic Matters available through the Office of the TST Director (cf. TST Basic Degree Handbook, p. 45) and on the web (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

Grading Scheme:

The grading scheme for this course, as with all TST courses, is as follows:

A+ 90-100	profound and creative
A 85-89	outstanding
A- 80-84	excellent: clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations, broad knowledge base
B+ 75-79	very good
B 73-76	good: good critical capacity and analytic ability; reasonable understanding of relevant issues, good familiarity with the literature
B- 70-72	satisfactory: adequate critical capacity and analytic ability; some understanding of relevant issues and with the literature
FZ 0-69	failure: failure to meet the above criteria

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.soverningcouncil.utoronto.ca/policies/grading.htm>) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices (information is available at <http://www.accessibility.utoronto.ca>). The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks (if small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST Basic Degree Handbook and the University of Toronto Code of Behaviour on Academic Matters.