

DHAMMAVINAYA INSTITUTE

Mindfulness Coach Training

APPROVED

by the decision
of the DVI Board

10.06.2025

1. GENERAL INFORMATION ABOUT THE CURRICULUM	2
1.1 Curriculum Goals	2
1.2 Learning Outcomes	3
1.3 Graduation Requirements	3
1.4 Curriculum Structure	3
1.5 Volume of Studies	4
1.6 Learning Venues	4
1.7 Conditions for Graduation	4
1.8 Documents Awarded upon Graduation	4
1.9 Teaching Staff	4
2. CURRICULUM	5
2.1 Curriculum Modules and Nominal Distribution	5
2.2 Introduction: Learning to Learn	6
2.3 Fundamentals of Mindfulness I	7
2.4 Fundamentals of Mindfulness II	8
2.5 Communication Psychology	9
2.6 Counselling and Coaching Skills	10
2.7 Skills for Conducting Mindfulness Training	11
2.8 Health and Behaviour Connections	12
2.9 Mindfulness-Based Therapies	13
2.10 Ethics in Mindfulness Coaching	15
2.11 Special Seminar on Mindfulness Coaching	16
2.12 Practice I: Development and Supervision of the Mindfulness Coach	17
2.13 Practice II: Development and Supervision of the Mindfulness Coach	17
2.14 Individual Practice of Mindfulness Coaching	18
2.15 Retreat I	19
2.16 Retreat II	19
2.17 Final Paper	20

DHAMMAVINAYA INSTITUTE

Mindfulness Coach Training

Compiled: June 10, 2025

1. GENERAL INFORMATION ABOUT THE CURRICULUM

Curriculum title (Estonian):	Teadlikkustreeneri koolitus
Curriculum title (English):	Mindfulness Coach Training
Level of study:	Adult Professional Development
Total ECTS credits:	20 ECTS
HTM curriculum code:	
Language(s) of instruction:	Estonian, English
Field of study:	Psychology
Curriculum group:	
Curriculum subgroup:	Psychology
Nominal duration:	1 year (2 semesters)
Prerequisites:	None
Curriculum leader:	Venerable Ṭhitañāṇa (Dr. Andrus Kahn)
Learning venues:	Karnapi tee 10, Tallinn
Accessibility:	The course is open to participants with disabilities
Registration:	According to deadlines published in the DVI calendar
Assessment:	Course-based; practice report; final paper
Programme coordinators:	Toivo Kratt, info@dvi.ee (in Est) Ven Sudhamma thero, sudhamma@dvi.ee (in Eng)

The **Mindfulness Coach Training** offered by the **Dhammavinaya Institute** is a systematic and comprehensive program that integrates Eastern mindfulness teachings with Western approaches in mindfulness (*satī*) and counselling psychology. It focuses particularly on **Buddhist mindfulness**, dhamma-based therapy, and specific counselling methodologies.

The training aims to provide participants with the competencies necessary to work in private practice or in mental health centres as **mindfulness group facilitators, teachers, and/or counsellors**.

1.1 Curriculum Goals

The goal of the curriculum is to enable learners to acquire the competencies of a **mindfulness coach and counsellor**, including:

- systematic knowledge of mindfulness theories and evidence-based counselling practices
- professional competencies in applying mindfulness and counselling techniques

- research skills, including conducting studies and writing scientific texts, as well as critical reading
- understanding mindfulness and its application within broader healthcare and social contexts
- ability to identify personal professional development needs for lifelong learning

1.2 Learning Outcomes

Graduates of this curriculum will be able to:

- apply mindfulness methods to diverse target groups and possess in-depth knowledge of counselling and Buddhist mindfulness practices
- plan, critically analyse, and evaluate activities necessary for developing systematic mindfulness skills
- apply ethical principles in their professional work, grounded in evidence-based practice
- conduct research and critically assess studies in the field
- identify personal development and training needs for continued professional education

1.3 Graduation Requirements

To complete the program, students must:

- participate in all theoretical and practical courses (20 ECTS)
- conduct at least 60 minutes of supervised mindfulness coaching practice
- successfully complete all required courses
- perform at least 26 hours of individual mindfulness practice
- prepare and defend a final paper (short research project in the field of mindfulness)
- participate in all retreats

1.4 Curriculum Structure

Module Type	ECTS
General courses	1
Specialised courses	9
Practice	9
Final thesis	1
Total	20

1.5 Volume of Studies

The program consists of **20 ECTS credits**. Each ECTS credit corresponds to 26 hours of student work, which includes lectures, contact teaching, group work, independent study, practice, and assessment. Out of 26 hours, 8 hours are contact teaching and/or practice; the remainder is independent work.

1.6 Learning Venues

Classes and practice are conducted at the Dhammavinaya Institute's training facilities in Tallinn (Niguliste 5, 1st floor), and at **Aegna** island (for retreats), at **Karnapi tee 10**.

The academic year runs from **September to May**, with classes held once a month on weekends. The defence of final paper takes place at the end of May. A training contract is signed before start of the program.

1.7 Conditions for Graduation

Students must complete all components of the curriculum and successfully defend their final paper to graduate.

1.8 Documents Awarded upon Graduation

- **Certificate of completion** (Tunnistus)
- **Certificate of attendance** (if not all course components are completed) (Tõend)

1.9 Teaching Staff

- **Sudhamma Nahangoda Thero** (BA, MA in Buddhology; Pali and Sanskrit)
- **Andrus Kahn** (MA and PhD in Buddhology; Certified Mindfulness Master)
- **Maarek Lind** (BA in Buddhology; Certified Mindfulness Master)

All faculty members hold higher education degrees and have experience in adult education.

2. CURRICULUM

2.1 Curriculum Modules and Nominal Distribution

SEMESTER		I semester				II semester				
GENERAL COURSES (1 ECTS)	Month:	9	10	11	12	1	2	3	4	5
Introduction: Learning to Learn		1								
SPECIALISED COURSES (9 ECTS)										
Fundamentals of Mindfulness I		1								
Fundamentals of Mindfulness II						1				
Communication Psychology			1							
Counselling and Coaching Skills			1							
Skills for Conducting Mindfulness Training					1					
Health and Behaviour Connections						1				
Mindfulness-Based Therapies							1			
Ethics in Mindfulness Coaching							1			
Special Seminar on Mindfulness Coaching									1	
PRACTICE (9 ECTS)										
Development and Supervision of the Mindfulness Coach I					1					
Development and Supervision of the Mindfulness Coach II							2			
Individual Practice of Mindfulness Training		1								
Retreat I				2					1	
Retreat II										2
FINAL THESIS (1 ECTS)										
Final Thesis										1
ECTS per semester		3	2	2	2	2	2	2	2	3
TOTAL ECTS		20								

2.2 Introduction: Learning to Learn

Course title: *Introduction: Learning to Learn*

Total workload: 1 ECTS (8 hours contact teaching + 18 hours independent work)

Field of study: Psychology

Course objectives

By the end of the course, the learner will:

- acquire practical skills for effective learning
- be able to formulate a research problem and question, and design a methodologically sound research plan in a social science context

Learning outcomes

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

- understand the nature of learning and the principles of effective learning
- plan time and set priorities
- apply effective listening and reading strategies
- use strategies for repetition and memorization
- collaborate effectively in group learning contexts
- understand key categories of social science research methods
- formulate research questions and choose appropriate methods
- understand common methods of data collection and analysis
- assess the reliability and ethics of research
- read and critically evaluate scientific articles
- prepare an initial draft of their final thesis

Assessment

- Active participation in classes and group work
- VAK learning style test
- Preparation of a personal learning map
- Draft of the final paper plan

Learning Process and Methods

- Learning to learn
 - Learning – lecture
 - Tasks of the brain's two hemispheres – lecture
 - Different approaches to learning – lecture
 - Memorization – lecture, exercise
 - Learner types and learning styles – lecture, VAK test
 - Learning to learn – lecture, group work, learning map

- Time planning, effective listening and reading – lecture, active listening exercise
- Note-taking – lecture
- Mandatory literature review – short essay
- Research methods
 - Types of research methods in social sciences – lecture
 - Research question and problem formulation – lecture
 - Data collection methods: surveys, interviews, observations, document analysis; sampling and subject selection – lecture, discussion
 - Research ethics and quality criteria: informed consent, confidentiality, data protection; reliability, validity, generalizability
 - Drafting the final project – independent work

Required reading

- Race, P. (2003). *How to Study*. Blackwell.
- Kahn, A. (2024). Guidelines for the preparation and formatting of written works. DVI

Additional reading (examples)

- Covey, S. R. et al. (1994/2001). *The 7 Habits of Highly Effective People*. Ilo.

2.3 Fundamentals of Mindfulness I

Course title: *Fundamentals of Mindfulness I*

Total workload: 1 ECTS (8 hours contact teaching + 18 hours independent work)

Field of study: Psychology

Course objectives

By the end of the course, the learner will acquire a systematic overview of the nature of mindfulness and the relevant primary source texts.

Learning outcomes

Upon completion of the course, the learner will:

- understand key concepts and primary source texts (*sutta*) related to mindfulness
- know the methods for developing mindfulness in four foundations (body, feelings, consciousness, dhammas)
- be able to explain and illustrate the process of establishing mindfulness

Assessment

- Active participation in classes and group work
- Preparation of a mindfulness map

Learning Process and Methods

- Concept and nature of mindfulness – lecture, guided discussion
- Primary texts on mindfulness (*Tipiṭaka*) – lecture, guided discussion

- Observing the body: postures, mindfulness of the body parts, attention to elements, nine cemetery contemplations – lecture, guided discussion
- Observing feelings – lecture, guided discussion
- Observing consciousness – lecture, guided discussion
- Observing phenomenas: hindrances, aggregates, sense bases, parts of awakening, *ariya* truths – lecture, guided discussion
- Benefits of establishing and cultivating mindfulness – lecture, guided discussion

Required reading

- Ānandajoti Bhikkhu (Ed, Tr). (2011). *Mahāsatipaṭṭhānasuttaṃ*: The Long Discourse About the Ways of Attending to Mindfulness. Published on the web. (Downloadable from the DVI website)

Additional reading **Blackmore, S. (2017). Consciousness: An Introduction. Routledge.**

- Chalmers, D. J. (1996). *The Conscious Mind: In Search of a Fundamental Theory*. Oxford University Press. (Downloadable from the DVI website)
- Gethin, R. (1988). *The Foundations of Buddhism*. Oxford University Press.
- Thompson, E. (2015). *Waking, Dreaming, Being*. Columbia University Press.

2.4 Fundamentals of Mindfulness II

Course title: *Fundamentals of Mindfulness II*

Total workload: 1 ECTS (8 hours contact teaching + 18 hours independent work)

Field of study: Psychology

Course objectives

By the end of the course, the learner will acquire an advanced overview of mindfulness concepts, major directions in mindfulness research, and key methodologies.

Learning outcomes

Upon completion of the course, the learner will:

- understand concepts and the historical development of mindfulness across various research traditions (philosophy, psychology, neuroscience, Buddhology)
- know key theories and models of mindfulness research
- understand the relationship between mindfulness and understanding, and their role in human experience
- give examples of mindfulness applications in various fields (education, health, spiritual development)
- discuss ethical and philosophical questions related to mindfulness research

Assessment

- Active participation in classes and group work
- Preparation of a mindfulness map

Learning Process and Methods

- Concept and nature of mindfulness – lecture, guided discussion
- Historical and interdisciplinary perspectives on mindfulness – lecture, guided discussion, creative task
- Teachings on mindfulness in the *Tipiṭaka* – lecture
- Relationship between mindfulness and understanding – lecture, guided discussion, case analysis
- Applications of mindfulness in various fields – lecture, analysis of examples, sharing personal experiences
- Ethical and philosophical questions in mindfulness research – lecture, discussion

Required reading

- Ānandajoti Bhikkhu (Ed, Tr). (2011). *Mahāsatipaṭṭhānasuttaṃ*: The Long Discourse About the Ways of Attending to Mindfulness. Published on the web. (Downloadable from the DVI website)

2.5 Communication Psychology

Course title: *Communication Psychology*

Total workload: 1 ECTS (8 hours contact teaching + 18 hours independent work)

Field of study: Psychology

Course objectives

By the end of the course, the learner will have a systematic and practical understanding of the psychological foundations of communication and ways to develop more mindful communication.

Learning outcomes

Upon completion of the course, the learner will:

- understand key concepts and theories in communication psychology
- know key communication processes (verbal/nonverbal communication, listening, feedback, empathy)
- understand psychological factors influencing communication (attention, attitudes, emotions, self-presentation)
- be able to analyse communication difficulties and apply mindful communication strategies in social and professional contexts

Assessment

- Active participation in classes and group work
- Essay on a topic related to communication psychology

Learning Process and Methods

- Nature and core concepts of communication psychology – lecture
- Verbal and non-verbal communication – lecture

- Listening skills and empathy – lecture, active listening practice
- Emotions and communication – interactive lecture
- Giving feedback – lecture, guided discussion
- Psychology of conflicts and resolution strategies – lecture, case analysis, group work
- Mindful communication and interpersonal perception – lecture, self-analysis exercise
- Communication barriers – lecture, brief introspection
- Nonviolent communication and the Buddha's guidance on right speech – lecture, self-analysis exercise

Required reading

- Floyd, K. (2023). *Interpersonal Communication*. McGraw-Hill.
- Kahn, A. (2022). *Virgumise tee – nii nagu õpetas Buddha* [Path to Awakening — as taught by the Buddha], ETSK. Chapter on *Right Speech*, pp. 60–65.

2.6 Counselling and Coaching Skills

Course title: *Counselling and Coaching Skills*

Total workload: 1 ECTS (8 hours contact teaching + 18 hours independent work)

Field of study: Psychology

Course objectives

By the end of the course, the learner will acquire a foundational system of conscious and ethical counselling and coaching skills. Learners will be able to use listening skills and structured dialogue techniques to support individuals, promote mindfulness and inner growth, and ensure psychological safety.

Learning outcomes

Upon completion of the course, the learner will:

- understand theoretical foundations and application areas of counselling and coaching
- know the stages of the counselling process and core ethical principles (confidentiality, professional boundaries, mindful presence in relationship)
- master key communication and listening techniques (active listening, reflection, open questions, using silence)
- apply counselling and coaching skills in practical dialogue situations, supporting clients' mindfulness and self-inquiry
- analyse their counselling practice and learn from reflective experience

Assessment

- Active participation in classes and group work
- Completion of an active listening exercise

- Preparation of a counselling process map

Learning Process and Methods

- Theoretical foundations and concepts of counselling and guidance – lecture
- Ethical principles and counselling agreements – lecture, group discussion
- Stages of the counselling process and roles of counsellor and client at each stage
- Tactical tasks of the counsellor – lecture
- Active listening and reflection – lecture, practice session
- Open questions and structured dialogue facilitation – interactive lecture
- Cultivating mindful presence and empathy – lecture
- Maintaining boundaries and professional self-care – lecture, discussion
- Counselling-related aspects: adaptation dilemmas, self-definition, conflict, defence mechanisms, self-tension, learned helplessness, low self-esteem, burnout syndrome – interactive lecture

Required reading

- Egan, G. (2022). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping*. Cengage Learning.

2.7 Skills for Conducting Mindfulness Training

Course title: *Skills for Conducting Mindfulness Training*

Total workload: 1 ECTS (8 hours contact teaching + 18 hours independent work)

Field of study: Psychology

Course objectives

By the end of the course, the learner will acquire practical knowledge and skills to conduct and guide mindfulness (sati) training in various fields.

Learning outcomes

Upon completion of the course, the learner will:

- understand theoretical and practical foundations of mindfulness facilitation
- know the structure of the facilitation process and factors influencing group dynamics
- be aware of ethical and professional principles (creating safe space, maintaining boundaries, trauma-awareness, cultural sensitivity)
- be able to design and conduct mindfulness sessions (body, feelings, consciousness, dharma-based practices)
- support participants' independent mindfulness development, provide constructive feedback, and foster experiential learning
- reflect on their facilitation practice and engage in continuous experiential learning

Assessment

- Active participation in classes and group work
- Preparation of a facilitation process map
- Participation in facilitation practice

Learning Process and Methods

- Theoretical foundations of mindfulness training – lecture, discussion
- Structure of facilitation and group dynamics – interactive lecture
- Ethical and professional principles in facilitation – lecture, group work
- Creating a safe and supportive environment – lecture
- Trauma-informed facilitation – lecture, case analysis
- Guiding practices for body, feelings, consciousness, and dhammas – practice in small groups
- Supporting participants' development and giving feedback – interactive lecture

Required reading

- Ānandajoti Bhikkhu (Ed, Tr). (2011). *Mahāsatipaṭṭhānasuttaṃ: The Long Discourse About the Ways of Attending to Mindfulness*. Published on the web. (Downloadable from the DVI website)

Additional reading

- Kabat-Zinn, J. (2013). *Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness*. Random House.

2.8 Health and Behaviour Connections

Course title: *Health and Behaviour Connections*

Total workload: 1 ECTS (8 hours contact teaching + 18 hours independent work)

Field of study: Psychology

Course objectives

By the end of the course, the learner will develop a systematic understanding of how human behavioral choices, habits, and psychological processes influence health and well-being.

Learning outcomes

Upon completion of the course, the learner will:

- understand psychological, social, and behavioral factors influencing health and the development of illness
- know evidence-based models explaining health behavior change (e.g. health belief model, stages of change models)

- be aware of the possibilities and limitations of mindfulness practices in supporting health and preventing stress
- analyse behavior-health connections through concrete case studies
- design and support mindfulness-based interventions for health promotion (e.g. stress prevention/management, sleep hygiene, mindful movement and nutrition)

Assessment

- Active participation in classes and group work
- Essay: „*Mindfulness Coach's Health Behaviour*“

Learning Process and Methods

- Health behavior and psychological factors – lecture, discussion
- Core models and theories of health psychology – lecture, case analysis
- Role of mindfulness in self-regulation and health behavior – self-analysis exercise, discussion
- Stress and health – lecture
- Stages of behavior change and planning – lecture, group work
- Ethical and cultural aspects of the relationship between behavior and health – lecture, discussion, case analysis
- Designing health-promoting mindfulness practices – practical exercises

Required reading

- *Models of Health Behavior Change Used in Health Education Programs.*

Additional reading

- Marks, D. F. et al. (2011). *Health Psychology: Theory, Research and Practice*. SAGE Publications.
- OpenStax. Theories and Models of Health Behavior. Rice University.

2.9 Mindfulness-Based Therapies

Course title: *Mindfulness-Based Therapies*

Total workload: 1 ECTS (8 hours contact teaching + 18 hours independent work)

Field of study: Psychology

Course objectives

By the end of the course, the learner will gain an overview of various mindfulness-based therapies (MBTs), their principles, structure, and application areas. Learners will understand the basis for applying these therapies and their ethical limitations and be able to assess the appropriateness of specific MBTs in different contexts and client groups.

Learning outcomes

Upon completion of the course, the learner will:

- understand the core foundations and application fields of various mindfulness-based therapies (MBSR, MBCT, MBLC, MBCP, MBRP, MBAR, MBCT-L, etc.)
- know the core working principles and intervention models of MBTs
- understand the general structure and primary use cases of MBTs (e.g. stress reduction, depression prevention, addiction recovery, childbirth and parenting support)
- navigate the selection of MBTs and evaluate their appropriateness for various contexts and target groups

Assessment

- Active participation in classes and group work
- Essay on a topic related to mindfulness-based therapies

Learning Process and Methods

- Mindfulness-Based Stress Reduction (MBSR) – interactive lecture
- Mindfulness-Based Cognitive Therapy (MBCT) – interactive lecture
- Breathworks breathing practices – interactive lecture, guided breathwork
- Mindfulness-Based Living Course (MBLC) – interactive lecture, group discussion
- Mindfulness-Based Childbirth and Parenting (MBCP) – interactive lecture
- Mindfulness-Based Relapse Prevention (MBRP) – interactive lecture
- Mindfulness-Based Addiction Recovery (MBAR) – interactive lecture
- Youth Mindfulness (YM) – interactive lecture
- Mindfulness-Based Cognitive Therapy for Life (MBCT-L) – interactive lecture

Required reading

- Kabat-Zinn, J. (2013). *Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness*. Random House.

Additional reading

- Crane, R. (2017). *Mindfulness-Based Cognitive Therapy: Distinctive Features*. Routledge.
- Segal, Z. V., Williams, J. M. G., Teasdale, J. D. (2013). *Mindfulness-Based Cognitive Therapy for Depression*. Guilford Press.
- Germer, C. K. et al. (2013). *Mindfulness and Psychotherapy*. Guilford Press.
- Van den Brink, E., Koster, F. (2015). *Mindfulness-Based Compassionate Living*. Routledge.

Useful websites:

- [Breathworks](#)
- [Mindfulness-Based Living Course \(MBLC\)](#)
- [Mindful Childbirth and Parenting \(MBCP\)](#)
- [Mindfulness-Based Relapse Prevention \(MBRP\)](#)

- [Mindfulness-Based Addiction Recovery \(MBAR\)](#)
- [Youth Mindfulness \(YM\)](#)
- [Mindfulness-Based Cognitive Therapy for Life \(MBCT-L\)](#)

2.10 Ethics in Mindfulness Coaching

Course title: *Ethics in Mindfulness Coaching*

Total workload: 1 ECTS (8 hours contact teaching + 18 hours independent work)

Field of study: Psychology

Course objectives

By the end of the course, the learner will gain an overview of ethical principles relevant to the work of mindfulness coaches and will develop skills for fostering an ethically responsible, mindful, and caring teaching practice.

Learning outcomes

Upon completion of the course, the learner will:

- understand fundamental ethical principles and international standards for mindfulness coaching
- recognize ethical risks and challenges in teaching mindfulness (group responsibility, maintaining boundaries, sensitivity to psychological processes, relational dynamics)
- be able to analyse ethical dilemmas and identify solutions
- be able to create and maintain a safe, supportive, and ethically transparent learning environment

Assessment

- Active participation in classes and group work
- Essay (up to 3 pages): „*Facets of Ethics*“

Learning Process and Methods

- Nature of ethics – lecture, discussion
- Role of ethics in mindfulness teaching – lecture, discussion
- Ethical standards for mindfulness coaches – lecture
- Role and responsibility of the coach – lecture, discussion
- Maintaining boundaries and creating a safe environment – lecture, case analysis
- Ethical risks and dilemmas in teaching mindfulness – case discussion, group work
- Personal ethical practice and support for professional development – interactive lecture

Required reading

- DVI Ethical Guidelines for Mindfulness Coaches

Additional reading

- British Association of Mindfulness-Based Approaches (BAMBA). Ethical Standards and Governance.

2.11 Special Seminar on Mindfulness Coaching

Course title: *Special Seminar on Mindfulness Coaching*

Total workload: 1 ECTS (8 hours contact teaching + 18 hours independent work)

Field of study: Psychology

Course objectives

By the end of the seminar, the learner will have the opportunity to deepen their understanding of all topics related to the DVI Mindfulness Coaching program, exchange experiences with peers and instructors, and further develop their perspective on teaching mindfulness.

Learning outcomes

Upon completion of the seminar, the learner will:

- understand the structure and objectives of the Mindfulness Coaching curriculum
- know the significance and interrelation of different components of mindfulness coaching (teaching methodology, ethics, facilitation skills, forms of practice instruction)
- know how to apply various elements of mindfulness coaching in teaching practice and support student development
- be able to discuss questions related to the curriculum and further develop their understanding of the coach's role
- be able to reflect on their learning and teaching experiences and plan further steps in learning and practice

Assessment

- Active participation in classes and group work
- Submission of a reflection journal

Learning Process and Methods

- Overview of the DVI mindfulness training curriculum and objectives – open discussion
- Sharing learners' questions and practical experiences – open discussion
- Topics in teaching methods and facilitation skills – guided group discussion, sharing experiences
- Ethical and professional issues in mindfulness teaching – case analysis, open discussion
- Teacher and facilitator role, boundaries, and self-care – open discussion, reflection exercise
- Further educational and developmental opportunities on the mindfulness trainer's path – open discussion, sharing information and experiences

2.12 Practice I: Development and Supervision of the Mindfulness Coach

Course title: *Development and Supervision of the Mindfulness Coach I*

Total workload: 1 ECTS (8 hours contact teaching + 18 hours independent work)

Field of study: Psychology

Course objectives

By the end of the course, the learner will deepen and consolidate knowledge and skills acquired in previous courses and will gain a more conscious understanding of their development needs and strengths through supervised practice.

Learning outcomes

Upon completion of the course, the learner will:

- have a comprehensive understanding of the roles and requirements of mindfulness coaching
- understand practical nuances of facilitating and leading mindfulness training
- be aware of supervision as a means of supporting professional development
- be able to apply learning outcomes from previous courses in practice

Assessment

- Active participation in supervision groups
- Submission of a reflective practice journal

Learning Process and Methods

- Practice conducted in a self-selected environment (group or individual)
- Supervised working groups
- Reflections and discussions

2.13 Practice II: Development and Supervision of the Mindfulness Coach

Course title: *Development and Supervision of the Mindfulness Coach II*

Total workload: 2 ECTS (26 hours contact teaching + 36 hours independent work)

Field of study: Psychology

Course objectives

By the end of the course, the learner will have strengthened their practical skills in applying mindfulness coaching in broader and more complex contexts, experienced structured supervision, and reflected on their professional development and coaching attitude.

Learning outcomes

Upon completion of the course, the learner will:

- have experience conducting mindfulness training in various contexts
- understand their individual development needs and strengths as a mindfulness coach
- understand the process and value of supervision in professional skill development
- be able to support participants' development in mindfulness practice

Assessment

- Conducting a supervised practice cycle (group and/or individual format)
- Participation in supervision group
- Submission of practice summary and development plan

Learning Process and Methods

- Practice conducted in a self-selected environment (group or individual)
- Supervised working groups
- Reflections and discussions

2.14 Individual Practice of Mindfulness Coaching

Course title: *Individual Practice of Mindfulness Coaching*

Total workload: 1 ECTS (26 hours independent work)

Field of study: Psychology

Course objectives

By the end of the course, the learner will have deepened their practical skills in mindfulness coaching and gained structured supervision and reflection on their development as a professional mindfulness coach.

Learning outcomes

Upon completion of the course, the learner will:

- have practical experience in conducting mindfulness training in various contexts
- understand their personal development needs and strengths as a mindfulness coach
- understand the process and value of supervision in professional development
- be able to support participants' development in mindfulness

Assessment

- Conducting supervised practice sessions (group and/or individual format)
- Participation in supervision group
- Submission of practice summary and development plan

Learning Process and Methods

- Practice conducted in a self-selected environment (group or individual)
- Regular supervision
- Self-reflections, discussions in supervision

2.15 Retreat I

Course title: *Retreat I*

Total workload: 3 ECTS (36 hours retreat + 42 hours independent work)

Field of study: Psychology

Course objectives

By the end of the retreat, the learner will have deepened their personal mindfulness practice in the four domains of mindfulness (body, feelings, consciousness, dhammas) and developed skills in systematic observation and reflection on their practice.

Learning outcomes

Upon completion of the retreat, the learner will:

- have experience in personal mindfulness practice
- understand the specifics and interconnections of the four domains of mindfulness
- recognise the importance of personal practice in the quality of mindfulness coaching
- be able to systematically observe and reflect on their mindfulness practice

Assessment

- Submission of a practice journal

Learning Process and Methods

- Independent practice (at home or elsewhere)
- Completing a practice diary

2.16 Retreat II

Course title: *Retreat II*

Total workload: 2 ECTS (30 hours retreat + 32 hours independent work)

Field of study: Psychology

Course objectives

By the end of the retreat, the learner will have deepened their mindfulness practice in an intensive, guided retreat environment and gained experience in practising mindfulness in silence through advanced practices.

Learning outcomes

Upon completion of the retreat, the learner will:

- have experience of more intensive forms of mindfulness practice
- understand the effects of silent practice on the development of mindfulness
- know the opportunities and challenges of the retreat format for mindfulness development
- be able to deepen practice in all four domains of mindfulness

Assessment

- Active participation in the retreat
- Submission of a reflection journal after the retreat

Learning Process and Methods

- Guided retreat format at Aegna Mind Development Center (3 days)
- Mindfulness and concentration practices, silence, reflecting on *Buddhadhamma* teachings
- Sharing experiences in reflection circles
- Keeping a reflection journal

2.17 Final Paper

At the conclusion of the Mindfulness Coach Training curriculum, learners are required to complete and defend a final paper.

The final paper is an independent small research project addressing a significant theoretical and/or applied question related to mindfulness. Its purpose is to provide opportunities for developing skills in conducting research and writing academic texts.

The final thesis is equivalent to **1 ECTS**.

Guidelines regarding thesis writing, supervision, evaluation committee composition, and the defence process are set out in the **DVI Study Regulations**.

The use of **AI-based tools** in paper preparation is permitted at DVI, provided that AI-assisted content is clearly and correctly referenced. For example:

OpenAI. (2023). ChatGPT (v14.3) [Large language model]. <https://chat.openai.com/chat>