

**PHED 119: Introduction to Mindfulness
Course Syllabus**

Spring 2019

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Office Hours: By appointment

Sections: 47950 MW 2:00-2:50 GFS 114; 49952 W 3:00-4:50 VKC 111

Units: 2.0

Course Description: This experiential course is an introduction to mindfulness. Through it, students will learn the principles of practice, develop their own mediation practice, and apply principles to daily life. They will learn strategies to skillfully work with thoughts, emotions, and sensations, while developing their capacity to enhance mind-body awareness of present-moment experience. They will study theory and research in the field of mindfulness and the emerging science that shows promising, beneficial effects for physical and mental health and well-being. This course is designed for beginners and is also suitable for those with experience who want to refine their practice. Classes consist of a combination of lecture, practice, and discussion.

Learning Outcomes:

- Learn principles and application of mindfulness and develop personal meditation practice.
- Develop an understanding of how to skillfully cultivate concentration to work with thoughts, emotions, and body sensations, including as it relates to stress, difficult emotions, and pain.
- Learn techniques to skillfully cultivate positive emotions such as joy, kindness, equanimity, gratitude, compassion, and self-compassion.
- Gain increased understanding of the theory, practice, and research of mindfulness and how to apply that knowledge to individual practice.
- Learn methods to increase mindful awareness in daily activities and communication.

Physical Education Department Objectives:

1. Students will understand the importance of sound health and fitness principles as they relate to better health and will be able to:
 - Recognize the physical and mental benefits of increased activity
 - Understand anatomy and basic biomechanical principles and terminology
2. Student will be exposed to a variety of activities providing them the opportunity to:
 - Apply learned fundamental skills
 - Participate in a motivating and nurturing environment resulting in a greater sense of well-being and self-esteem
 - Participate in active learning to stimulate continued inquiry about physical education, health, and fitness
3. Students will demonstrate proficiency through knowledge and acquired skills enabling them to:
 - Create a safe, progressive, methodical, and efficient activity based plan to enhance improvement and minimize risk of injury
 - Develop an appreciation of physical activity as a lifetime pursuit and a means to better health

Course Reading:

- Mindfulness Workbook - posted on Blackboard (<https://blackboard.usc.edu>)
- Mindfulness Articles - posted on Blackboard (<https://blackboard.usc.edu>).
- Book: *A Path With Heart*, Jack Kornfield – available in the bookstore and on Amazon

Communication: I encourage students to reach out by email and will try to respond as soon as possible, and within 48 hours.

Grades: Though typically mindfulness is not taught in a context in which grades are assigned, since this is a university course, you will receive one. This class is designed for all students and grades will not be based on how “well” you can meditate. They will be based work, effort, and showing up (including showing up for your own daily meditation practice) in the areas listed below. More specifically, your practice will grow exponentially based on your approach of the following criteria:

1. Presence: time and awareness to show up for your practice
2. Effort: diligence and precision with which you practice
3. Curiosity: growth through a nonjudgmental approach
4. Kindness: choosing gentleness and patience over harshness towards body, mind, and practice

You are responsible for the quality of your engagement with the course material and the activities related to it. All work is to be typed and submitted to Blackboard. Format: Double-spaced, Times New Roman, 12 point font, 1" margins, MLA format. Due dates under course outline.

- **75 Points:** Attend class daily and participate in sessions. 5 points for each session.
- **75 Points:** Daily personal meditation practice. Reported on Weekly Report Forms (5 points each week). 5-10 minutes per day weeks 1-5; 10-15 minutes per day weeks 6-10; 15-25+ minutes/day weeks 11-15. You are welcome to use an app, guided meditations, or break up the time through the day. Note: Frequency and content of may change after week 8 due to class progress in mediation. Check blackboard for updates.
- **30 Points:** Mindfulness Toolkit. This is a collection of 1.) class reflections and tasks from throughout the semester, 2.) workbook reflection questions (for each section of each of the five modules, complete at least 2-3 reflection questions or activities), 3.) a 1-2 page reflection on assigned book and readings, 4.) a table of contents on first page that lists the date of task, task title, and page of the toolkit it can be found on. 5.) a letter to me on your strengths, challenges, and next steps of your meditation practice. Each student is responsible for their organization and full inclusion of all material from class. Page number each sheet. Can be turned in electronically or hard copy. All papers should be secured (with a staple or binding).
- **25 Points:** Mindfulness in Daily Life Group Strategy, Presentation, and Reflection
 1. Choose a topic in mindfulness you’re interested in exploring (mindful expression, eating, movement, emotions, or relational mindfulness) with a group by Week 4.
 2. Choose a mindfulness strategy to apply to an area of daily life you’d like to try out regularly for 5 weeks (daily or minimum 3x week). While groups will choose a shared topic to explore as a community (expression) they may all employ different strategies within it (art, music, journaling, etc). Areas of daily life can include: expression/communication, working with thoughts or emotions, walking/movement, eating, decision making, etc. You are welcome to explore apps that track progress or enhance your experience.
 3. Organize a group in-class 20-minute presentation per group (15 points) on your mindfulness topic and strategy. Include the research behind it (from credible, evidence-based sources), reflections on how your strategy went, recommendations, or next steps.

Presentations must be visually displayed (ie. Video, PowerPoint, Prezy, etc.), cooperative with each group member speaking, and interactive in nature (the class participates in the particular technique). All citations must be properly noted in MLA format. Each group should appoint a lead point-person for ease of coordinating.

4. Submit a 2-3 page reflection (10 points) turned in by each student on Blackboard on the day of the presentation. Include how your strategy went (including how long you practiced it), any challenges that arose, any benefits you noticed, and your next steps.
- **10 Points:** Meditation Class Write-up. Attend a meditation class or event outside of our class. Turn in paragraph reflection of the experience at end of course. Include location, date, and how it went/your thoughts on it.
- **25 Points:** Online Final Exam
- **12 Points:** Meditation Final Reflection

Grading Scale: There are 252 total points possible. The overall grading scale is as follows

A 237 / A- 232 / B+ 225 / B 223 / B- 220 / C+ 210 / C 200 / C- 190 / D 180

Reflection and Evaluation: Reflection is an integral part of the learning and teaching process. As such, you will complete a series of reflections on your practice through the course. We will also complete mid-and end-of-course evaluations for the course so that it can best serve the needs of students. Please feel free to also communicate feedback to me through the semester in person or by email.

Course Outline: Introduction to Mindfulness

Date	Topic
Week 1 Module 1	Introduction to mindfulness What is mindfulness? Begin daily meditation practice (5-10 minutes/day) Reading: <i>A Path With Heart</i> Ch. 1, 2 Workbook Module 1: 1.0, 1.1
Week 2	Emerging science of mindfulness Effort and concentration Anchor/object of focus: breath, body, sound STOP technique: Stop, Take a Breath, Observe, Proceed Due Wednesday: Bring an article about mindfulness or meditation to class Reading: <i>A Path With Heart</i> Ch. 3, 4 Workbook Module 1: 1.2, 1.3
Week 3 Module 2	Mind-body awareness and connection Postures Working with body sensations: body scan Reading: <i>A Path With Heart</i> Ch. 5, 6 Workbook Module 2: 2.0, 2.1
Week 4	Standing meditation, walking, and mindful movement Mindful eating Choose groups Reading: <i>A Path With Heart</i> Ch. 7, 8 Workbook Module 2: 2.2, 2.3
Week 5 Module 3	Working with thoughts Observation, visualization, techniques

	Working with uncertainty Reading: <i>A Path With Heart</i> Ch. 9, 10 Workbook Module 3: 3.0, 3.1
Week 6	Resilience and post-traumatic growth Working with anxiety RAIN technique: Recognize, Allow, Investigate, Nonidentification Enhance daily meditation practice (10-15 minutes/day) Reading: <i>A Path With Heart</i> Ch. 11, 12 Workbook Module 3: 3.2, 3.3
Week 7 Module 4	Working with emotions: noticing and processing Cultivating positive emotions: kindness and self-compassion Reading: <i>A Path With Heart</i> Ch. 13, 14 Workbook Module 4: 4.0, 4.1
Week 8	Cultivating positive emotions: equanimity and joy Working with difficult emotions Mid-semester evaluation Reading: <i>A Path With Heart</i> Ch. 15, 19 Workbook Module 4: 4.2, 4.3
Week 9 Module 5	Mindfulness in daily life and activities Reading: <i>A Path With Heart</i> Ch. 20, 21 Workbook Module 5: 5.0
Week 10	Mindful connection and communication Relational mindfulness/active listening and speaking Gratitude letters Due: Outside class write-up Reading: <i>A Path With Heart</i> Ch. 22, 23 Workbook Module 5: 5.1, 5.3
Week 11	Mindfulness in decision-making Deep listening of inner wisdom Journaling Due: Reading Reflection Enhance daily meditation practice 15-25 minutes/day Workbook Module 5: 5.2
Week 12	Coping with change, loss, and impermanence Groundlessness and feeding the right wolf Workbook Module 5.4
Week 13	Balancing time and priorities Forgiveness Meditation Presentations and Strategy Reflections
Week 14	Presentations Due Tuesday 11:59pm: Online Final Exam Due Wednesday: Mindfulness Toolkit
Week 15	Practice: open awareness

	Review of concepts, materials, and final questions End-of-Semester Evaluation
Finals Week	Final Reflection Due by 11:59 on date of scheduled exam

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students.

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to USC community. dps.usc.edu

Academic Accommodations:

Students requesting academic accommodations based on a disability are required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP when adequate documentation is filed. Please be sure the letter is delivered to me as early in the semester as possible. DSP is open Monday-Friday, 8:30 am -5:00 pm. The office is in Student Union 301 and the phone number is (213) 740-0776.