

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

**Fall 2019**

**Instructor:** Linda Yaron, M.Ed.; CMT, E-RYT

**Email:** lyaron@usc.edu

**Office Hours:** Mondays 1-2:00

**Sections:** 49750R MW 2:00-2:50; 49948R M 3-4:50; 49952R W 3:00-4:50

**Room:** GFS 113

**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 meditation 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. A different mindfulness book can also be chosen based on individual student interest.

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

**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.

**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 week. It is the responsibility of each student to accurately sign in.
- **115 Points (23 points each). 5 Module Reflection Forms (for each of the 5 Modules). (Due September 8, 22; October 6, 20; November 10.** They include:
  - Daily personal meditation practice log. 5-10 minutes per day Modules 1, 2 (weeks 1-4); 10-15 minutes per day Modules 3, 4 (weeks 5-8); 15-25+ minutes/day Module 5 (weeks 9-15). You are welcome to use an app, guided meditations, or break up the time through the day.
  - Workbook prompts. Choose 1-2 questions from the end of each module to answer.
  - Class reflection prompts. Submit a reflection from class each module. Can be retyped or submitted as a picture included in your document.
  - Book reflection. Select a mindfulness book to read to deepen your understanding of the field. The recommended book for class is *A Path with Heart*, by Jack Kornfield. You may also select your own, either from the book list at the end of the workbook or from your own area of interest in mindfulness. Book selections will be made in Module 1 (week 2) and completed by the end of Module 4 (week 8).
  - Outside meditation class. Attend a meditation class outside ours. Include reflection in Module 5 (week 11) form.

- **25 Points. Mindfulness in Daily Life Group Strategy and Presentation. (Due November 11/13)**
  1. Choose an area/topic in mindfulness you're interested in exploring with a group by Week 4. Areas of daily life can include relationships and communication, mindful eating, self-care and self-compassion, mindful technology use, mindful learning, mindful decision making, etc.
  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, they may all employ different strategies within it. You are welcome to explore apps that track progress or enhance your experience.
  3. Organize a group in-class 15-20-minute per group presentation 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.
- **25 Points. Online Exam (Due November 20-22)**
- **12 Points. Meditation Final Reflection (Due December 13/16)**

**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

**Course Outline: Introduction to Mindfulness**

Date	Topic
Week 1 <b>Module 1: Principles</b> <i>Week of 8/23</i>	Focus: What is mindfulness?; Principles of mindfulness <b>Begin daily meditation practice (5-10 minutes/day)</b>  Reading: <i>A Path with Heart</i> Ch. 1, 2 Workbook Module 1: 1.0, 1.1
Week 2  <i>Week of 9/2 (9/2-Holiday)</i>	Focus: Emerging science of mindfulness Anchor/object of focus: breath, body, sound; effort and concentration STOP technique: Stop. Take a Breath. Observe. Proceed.  <b>Due Sunday, September 8: Module 1 Reflection Form</b> (includes book selection and mindfulness article) Reading: <i>A Path with Heart</i> Ch. 3, 4 Workbook Module 1: 1.2, 1.3
Week 3 <b>Module 2: The Body</b>  <i>Week of 9/9</i>	Focus: Mind-body awareness and connection Working with body sensations: body scan; posture <b>Share an article about mindfulness or meditation</b>  Reading: <i>A Path with Heart</i> Ch. 5, 6 Workbook Module 2: 2.0, 2.1
Week 4  <i>Week of 9/16</i>	Focus: Standing meditation, walking, and mindful movement; mindful eating Choose groups

	<p><b>Due Sunday, September 22: Module 2 Reflection Form</b> (includes daily life area selection)  Reading: <i>A Path with Heart</i> Ch. 7, 8  Workbook Module 2: 2.2, 2.3</p>
<p>Week 5  <b>Module 3: The Mind</b>    <i>Week of 9/23</i></p>	<p>Focus: Working with thoughts; observation, visualization, techniques  Working with uncertainty  <b>Deepen daily meditation practice (10-15 minutes/day)</b></p> <p>Reading: <i>A Path with Heart</i> Ch. 9, 10  Workbook Module 3: 3.0, 3.1</p>
<p>Week 6    <i>Week of 9/30</i></p>	<p>Focus: Resilience and post-traumatic growth; working with anxiety</p> <p><b>Due Sunday, October 6: Module 3 Reflection Form</b> (includes midsemester evaluation)  Reading: <i>A Path with Heart</i> Ch. 11, 12  Workbook Module 3: 3.2, 3.3</p>
<p>Week 7  <b>Module 4: The Heart</b>    <i>Week of 10/7</i></p>	<p>Focus: Working with emotions: noticing and processing  RAIN technique: Recognize, Allow, Investigate, Nonidentification</p> <p>Reading: <i>A Path with Heart</i> Ch. 13, 14  Workbook Module 4: 4.0, 4.1</p>
<p>Week 8    <i>Week of 10/14</i></p>	<p>Focus: Cultivating positive emotions: equanimity, joy, and self-compassion  Working with difficult emotions</p> <p><b>Due Sunday, October 20: Module 4 Reflection Form</b> (includes book reflection)  Reading: <i>A Path with Heart</i> Ch. 15, 19  Workbook Module 4: 4.2, 4.3</p>
<p>Week 9  <b>Module 5: Daily Life</b>    <i>Week of 10/21</i></p>	<p>Focus: Mindful communication; relational mindfulness/active listening and speaking  Forgiveness; Gratitude letters  <b>Deepen daily meditation practice 15-25 minutes/day</b></p> <p>Reading: <i>A Path with Heart</i> Ch. 20, 21  Workbook Module 5: 5.0</p>
<p>Week 10    <i>Week of 10/28</i></p>	<p>Focus: Mindfulness in decision-making; balancing time and priorities; technology</p> <p>Reading: <i>A Path with Heart</i> Ch. 22, 23  Workbook Module 5: 5.1, 5.3</p>
<p>Week 11    <i>Week of 11/4</i></p>	<p>Focus: Coping with change, loss, and impermanence  Expression and journaling</p> <p><b>Due Sunday, November 10: Module 5 Reflection Form</b> (includes outside meditation class)  Workbook Module: 5: 5.2, 5.4</p>
<p>Week 12    <i>Week of 11/11</i></p>	<p><b>Due November 11-13: Presentations (in class)</b></p>
<p>Week 13    <i>Week of 11/18</i></p>	<p><b>Due November 20-22: Online Exam (Window: Wednesday 5:00-Friday Noon)</b>  Practice: The intersection of mindfulness and conscious relaxation</p>

Week 14 <i>Week of 11/25 (11/27 Holiday)</i>	Practice: open awareness
Week 15 <i>Week of 12/2</i>	Closing and next steps End-of-Semester Evaluation
Finals	<b>Due: December 13/16: Final Reflection</b> M/W 2:00 Section: Friday, December 13 2:00-4:00 p.m. M and W 3:00 Sections: Monday, December 16 2:00-4:00 p.m.

### 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](http://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](mailto: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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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.