

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

Spring 2020
Units: 2.0

Instructor and Lead Mindfulness Teacher: Linda Yaron, M.Ed, CMT, E-RYT

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Office Hours: Mondays 3:00-4:00

Sections: 49750R M/W 1:00-1:50; 49752R M/W 2:00-2:50; 49954R W 3:00-4:50

Room: SOS B47

Course Description: Situated in the mind-body branch of the USC Physical Education Program, 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:

1. Synthesize theory, practice, and research in mindfulness and apply understanding to individual practice.
2. Develop and sustain personal meditation practice.
3. Investigate mind-body awareness and connection and apply principles to enhance capacity for presence, connection, openness, and curiosity in experiences.
4. Describe and apply mindfulness principles to skillfully cultivate focus and concentration, including as they relate to working with emotions, thoughts, and sensations.
5. Describe and apply mindfulness principles as they relate to self-regulation in navigating difficult emotions and thoughts, including stress and anxiety.
6. Identify and apply techniques to skillfully cultivate emotions of well-being, such as kindness, compassion, joy, and equanimity.
7. Apply mindful awareness in daily life, including as it relates to:
 - a. clarity in decision making and problem solving to skillfully respond, rather than react, to complex situations.
 - b. interpersonal relationships and relational mindfulness practices of active listening and mindful communication.
 - c. navigating change, time management, and exploring what it means to have a conscious and purposeful relationship with technology.

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/Excerpts - posted on Blackboard (<https://blackboard.usc.edu>)
- Free Choice Mindfulness Book - Top recommendations (others listed end of workbook)
 1. *A Path with Heart*, Jack Kornfield (available at bookstore)
 2. *Insight Meditation: The Practice of Freedom*, Joseph Goldstein
 3. *Mindfulness in Plain English*, Bhante Gunaratana (free online [PDF](#) available)
 4. *Peace is Every Step*, Thich Nhat Hanh
 5. *The Mindful Path to Self-Compassion*, Chris Germer
 6. *True Refuge*, Tara Brach

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: The impact of your practice will be felt in how much effort, time, and awareness you choose to invest in it. Grades are based on your willingness to show up for your personal and class practice and are based on your approach to 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

All work is due on the assigned date and 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.

- **60 Points:** Attend class and participate in sessions. 4 points for each week. It is the responsibility of each student to accurately sign in. Participation is an essential component of this course and serves to deepen student inquiry and reflection of the course material. Students need to be present in class to earn participation points. There will be an absence make-up opportunity in weeks 8-10.
- **20 Points Each (100 points total): 5 Module Reflection Forms (for each of the 5 Modules). (Due January 26, February 9, February 23, March 8, April 5).** 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.
 - Rubric Criteria: 8-10 points for meditation practice (presence, effort); 2 points for each of the 6-7 written responses (thorough, reflective).
 - 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.
- **40 Points. Mindfulness in Daily Life Group Strategy and Presentation. (Due April 6-9)**
 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.

- 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.

Rubric Criteria: 8 points for each of the following:

- Content: clearly and concisely convey thoughtful ideas and examples
 - Application: Understanding and application of mindfulness principles
 - Voice: volume, clarity, emotion
 - Stance: body language, eye contact, presence
 - Style: effort, creativity, organization, applicability, interactivity, collaboration
- **75 Points. Online Exam (Due April 17, Noon)**
 - **25 Points. Meditation Final Reflection (Due on Date of Scheduled Final).** Rubric Criteria: 5 points for each: Thorough, reflective, creative, understands and applies principles of practice.

Grading Scale: There are 300 total points possible. The overall grading scale is as follows
 A 282 / A- 270 / B+ 265 / B 260 / B- 255 / C+ 250 / C 245 / C- 240 / D 235

Course Outline: Introduction to Mindfulness

Date	Topic
Week 1 Module 1: Principles <i>Week of 1/13</i>	Focus: What is mindfulness?; Principles of mindfulness Begin daily meditation practice (5-10 minutes/day) Reading: Free choice book Ch. 1 Workbook Module 1: 1.0, 1.1
Week 2 <i>Week of 1/20</i> <i>(1/20 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* Due Sunday, January 26: Module 1 Reflection Form (includes book selection and mindfulness article) Reading: Free choice book Ch. 2, Module 1 Excerpt Workbook Module 1: 1.2, 1.3
Week 3 Module 2: The Body <i>Week of 1/27</i>	Focus: Mind-body awareness and connection Working with body sensations: body scan*; posture Conscious breathing Share an article about mindfulness or meditation Reading: Free choice book Ch. 3 Workbook Module 2: 2.0, 2.1

<p>Week 4</p> <p><i>Week of 2/3</i></p>	<p>Focus: Standing meditation, walking, and mindful movement; mindful eating</p> <p>Due Sunday, February 9: Module 2 Reflection Form (includes daily life area selection)</p> <p>Reading: Free choice book Ch. 4 (or halfway), Module 2 excerpt</p> <p>Workbook Module 2: 2.2, 2.3</p>
<p>Week 5</p> <p>Module 3: The Heart</p> <p><i>Week of 2/10</i></p>	<p>Focus: Working with emotions: noticing and processing</p> <p>RAIN technique: Recognize, Allow, Investigate, Nonidentification</p> <p>Choose mindfulness in daily life groups</p> <p>Deepen daily meditation practice (10-15 minutes/day)</p> <p>Reading: Free choice book Ch. 5</p> <p>Workbook Module 3: 3.0, 3.1</p>
<p>Week 6</p> <p><i>Week of 2/17</i> <i>(2/17 Holiday)</i></p>	<p>Focus: Cultivating emotions of well-being: kindness, compassion, joy, equanimity*</p> <p>Working with difficult emotions</p> <p>Due Sunday, February 23: Module 3 Reflection Form (includes midsemester evaluation)</p> <p>Reading: Free choice book Ch. 6, Module 3 excerpt</p> <p>Workbook Module 3: 3.2, 3.3</p>
<p>Week 7</p> <p>Module 4: The Mind</p> <p><i>Week of 2/24</i></p>	<p>Focus: Working with thoughts: observation and visualization techniques</p> <p>Working with uncertainty</p> <p>Reading: Free choice book Ch. 7</p> <p>Workbook Module 4: 4.0, 4.1</p>
<p>Week 8</p> <p><i>Week of 3/2</i></p>	<p>Focus: Resilience and post-traumatic growth; working with anxiety*</p> <p>Due Sunday, March 8: Module 4 Reflection Form (includes book reflection)</p> <p>Reading: Free choice book Ch. 8 (or finish), Module 4 excerpt)</p> <p>Workbook Module 4: 4.2, 4.3</p>
<p>Week 9</p> <p>Module 5: Daily Life</p> <p><i>Week of 3/9</i></p>	<p>Focus: Mindful communication; relational mindfulness/active listening and speaking</p> <p>Forgiveness; Gratitude letters</p> <p>Deepen daily meditation practice 15-25 minutes/day</p> <p>Workbook Module 5: 5.0</p>
<p><i>Week of 3/16</i></p>	<p><i>Spring Break</i></p>
<p>Week 10</p> <p><i>Week of 3/23</i></p>	<p>Focus: Mindfulness in decision-making*; balancing time and priorities; technology</p> <p>Workbook Module 5: 5.1, 5.3</p>
<p>Week 11</p>	<p>Focus: Coping with change, loss, and impermanence</p>

<i>Week of 3/30</i>	Due Sunday, April 5: Module 5 Reflection Form (includes outside meditation class) Reading: Module 5 excerpt Workbook Module: 5: 5.2, 5.4,
Week 12 <i>Week of 4/6</i>	Due April 6-9: Presentations (in class)
Week 13 <i>Week of 4/13</i>	Due April 15-17: Online Exam (Window: Wednesday 5:00-Friday Noon) Practice: The intersection of mindfulness and conscious relaxation*
Week 14 <i>Week of 4/20</i>	Practice: open awareness*
Week 15 <i>Week of 4/27</i>	Closing and next steps* End-of-Semester Evaluation
Finals	Due: On Date of Scheduled Final: Final Reflection https://classes.usc.edu/term-20201/finals/ M/W 1:00 Section: Wednesday, May 6 4:00 M/W 2:00 Section: Friday, May 8 4:00 W 3:00 Section: Friday, May 8 4:00 Tu/Th 2:00 Section: Thursday, May 7 4:00 T 3:00 Section: Tuesday, May 12 4:00

* Meditation Room (Unless otherwise noted, Wednesday for M/W classes; Thursday for Tu/Th classes). Wear comfortable clothing for sitting or lying down. Please be aware to bring all personal items aside from shoes inside the meditation room. USC PE is not responsible for lost or stolen items.

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>.

Support Systems:

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