

PHED 119: Introduction to Mindfulness
Course Syllabus

Spring 2021

Units: 2.0

Instructor: Amanda Gilbert

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Office Hours: TU 12:00-1:00pm. By appointment – email for location.

Sections: TU/TH 1:00-1:50pm 50031, TU/TH 2:00-2:50pm 50033, FRI 10:00-11:50am 50037

Room: All mindfulness courses will be held online this semester

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 Book:

[Mindfulness for Young Adults: Tools to Thrive in School and Life](#), by Linda Yaron Weston

Available in print and e-book.

20% off for USC students if purchased through [Routledge](#) using code from instructor.

E-book expected to be on reserve with [USC Library](#).

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.

Online Etiquette: Your presence and engagement are as important online as in a physical classroom. Please plan to have screens on when possible and be on time to class. Once class has begun, it may take time to be admitted if meditation is in progress. Mute when not speaking to minimize background noise.

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 31, February 14, February 28, March 14, April 4).** They include:
 - Daily personal meditation practice log. 5-10 minutes per day recommended time 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). Or, you may increase depth by a self-chosen amount of minutes each week. 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); 2-2.5 points for each of the written responses (thorough, reflective).
 - Workbook prompts. Choose 2 questions from the module to answer.
 - Class reflection prompts. Submit a reflection from class each module. Can be typed or submitted as a picture included in your document.
 - Outside meditation class. Attend a meditation class outside ours. Include reflection in Module 4 (week 8) form.
- **40 Points. Mindfulness in Daily Life Group Strategy and Presentation. (Due Week of April 12)**
 1. Choose an area/topic in mindfulness you’re interested in exploring with a group in 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, or social justice.
 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 relevant research behind it (from credible, evidence-based sources -MLA format), reflections on how your strategy went, recommendations, or next steps. Presentations should be cooperative with each group member speaking, and interactive in nature (the class participates in the

particular technique), and be visually displayed (ie. Video, PowerPoint, Prezy, etc.).

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 18 midnight).** Based on content from workbook, class content, and discussions.
 - **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 1/18</i> <i>(includes 1/15 for classes that meet on Fridays)</i> <i>Holiday: 1/18 MLK</i>	Focus: What is mindfulness?; Principles of mindfulness Mindfulness and identity Begin daily meditation practice (5-10 minutes/day) Workbook: Module 1: 1.0, 1.1
Week 2 <i>Week of 1/25</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 31: Module 1 Reflection Form (includes mindfulness article) Workbook: Module 1: 1.2, 1.3
Week 3 Module 2: The Body <i>Week of 2/1</i>	Focus: Mind-body awareness and connection Working with body sensations: body scan; posture Conscious breathing Share an article about mindfulness or meditation Workbook: Module 2: 2.0, 2.1
Week 4 <i>Week of 2/8</i>	Focus: Standing meditation, walking, and mindful movement Mindful eating Choose mindfulness in daily life groups

	<p>Due Sunday, February 14: Module 2 Reflection Form (includes daily life area selection) Workbook: Module 2: 2.2, 2.3</p>
<p>Week 5 Module 3: The Heart</p> <p><i>Week of 2/15 (Holiday: 2/15 President's Day)</i></p>	<p>Focus: Working with emotions: noticing and processing RAIN technique: Recognize, Allow, Investigate, Nonidentify, Nurture Compassion, kindness</p> <p>Deepen daily meditation practice (10-15 minutes/day) Workbook: Module 3: 3.0, 3.1</p>
<p>Week 6</p> <p><i>Week of 2/22</i></p>	<p>Focus: Working with difficult emotions Mindfulness and mental health Joy, gratitude; equanimity, forgiveness</p> <p>Due Sunday, February 28: Module 3 Reflection Form (includes midsemester evaluation) Workbook: Module 3: 3.2, 3.3</p>
<p>Week 7 Module 4: The Mind</p> <p><i>Week of 3/1</i></p>	<p>Focus: Working with thoughts: observation and visualization techniques Uncertainty and anxiety</p> <p>Workbook: Module 4: 4.0, 4.2</p>
<p>Week 8</p> <p><i>Week of 3/8</i></p>	<p>Focus: Resilience and post-traumatic growth Identity and social consciousness</p> <p>Due Sunday, March 14: Module 4 Reflection Form (includes outside meditation class) Workbook: Module 4: 4.2, 4.3</p>
<p>Week 9 Module 5: Daily Life</p> <p><i>Week of 3/15</i></p>	<p>Focus: Mindful communication; relational mindfulness/active listening and speaking Deepen daily meditation practice 15-25 minutes/day</p> <p>Workbook: Module 5: 5.0, 5.1</p>
<p>Week 10</p> <p><i>Week of 3/22</i></p>	<p>Focus: Mindfulness in decision-making; mindfulness and consent; balancing time and priorities; technology</p> <p>Workbook: Module 5: 5.2</p>
<p>Week 11</p> <p><i>Week of 3/29</i></p>	<p>Focus: Coping with change, loss, and impermanence Mindfulness and success</p> <p>Due Sunday, April 4: Module 5 Reflection Form (includes book reflection)</p> <p>Workbook: Module: 5: 5.3, 5.4</p>
<p>Week 12</p>	<p>Due Week of April 5-9: Presentations (in class)</p>

<i>Week of 4/5</i>	
Week 13 <i>Week of 4/12</i>	Debrief presentations and review modules Practice: open awareness Due Sunday, April 18: Online Exam (Window Friday April 16 noon-Sunday, April 18 midnight)
Week 14 <i>Week of 4/19</i>	Practice: open awareness
Week 15 <i>Week of 4/26</i>	Closing and next steps End-of-Semester Evaluation
Finals	Due: On Date of Scheduled Final: Final Reflection https://classes.usc.edu/term-20211/finals/

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.