



dornsife.usc.edu/phed/

Physical Education & Mind Body Health (PEMBH) provides a variety of offerings in fitness and activities classes designed to promote health and general fitness based upon individual goals and needs.

Introduction to Yoga

PHED 120

1 unit

Spring 2024

**Location: M/W 12pm Sect 49768, Room Yoga Studio
PE Building SUB Basement**

Blackboard (Bb): <https://blackboard.usc.edu>

Instructor: Clio Manuelian

Pronouns: she/her/hers

Office: PED 108

Office Hours: by request

Contact Info: manuelia@usc.edu

IT HELP

Bb - USC Information Technology Services Help

Phone: 213.740.5555

Physical Education & Mind Body Health (PEMBH) Mission

Physical Education & Mind Body Health (PEMBH) provides a variety of opportunities for students to improve their general health and fitness through fitness related and recreational activities classes. Courses are designed to introduce students to various aspects of health and physical education principles. With this exposure, knowledge, and skill, students are better equipped to make choices regarding a healthy and active lifestyle. All classes stress the importance of exercise and leisure time activity to physical, mental, and social well-being.

Acknowledgement

Though our program here is secular, it is with an acknowledgement the roots mindfulness has in Buddhist philosophy, which emerged in the context of an ancient India where Hinduism, Jainism, yoga, asceticism, and other traditions were practiced. Certain practices and ideas have evolved and been carried across time and geography and have been adapted here for a foundational, interdisciplinary study.

The PEMBH department acknowledges our presence on the ancestral and unceded territory of the Tongva people and their neighbors: (from North to South) the Chumash, Tataviam, Kitanemuk, Serrano, Cahuilla, Payomkawichum, Acjachemen, Ipai-Tipai, Kumeyaay, and Quechan peoples, whose ancestors ruled the region we now call Southern California for at least 9,000 years. Indigenous stewardship and rightful claims to these lands have never been voluntarily relinquished nor legally extinguished. We pay respects to the members and elders of these communities, past and present, who remain stewards, caretakers, and advocates of these lands, river systems, and the waters and islands of the Santa Barbara Channel. <https://libraries.usc.edu/land-acknowledgement>

Course Description

Intro to Yoga offers students a fundamental experience of the physical practice (asana), explores meditation and breathing techniques (pranayama), along with a basic introduction to classical philosophy. Students will also learn strategies to specifically increase energy, creativity, awareness,

mental health, break down subconscious patterns, decrease stress, physical and mental blocks in addition to increase muscle strength and flexibility. Each class will end with a relaxation segment. This course is designed for anyone. Totally new beginners and advanced practitioners will both benefit equally from these practices.

Prerequisite: None

Co-Requisite: None

Recommended Preparation: None

Required Equipment Yoga Mat Required

Do Not Use Squishy Mat or Soft Pilates Mat

Mat Recommendations:

Manduka Travel Mat (thinner, \$) <https://www.manduka.com/products/pro-travel-yoga-mat?variant=23736526995514>

Manduka Classic ProLite (thicker, \$\$) <https://www.manduka.com/products/prolite-yoga-mat?variant=31221553496122>

Learning Objectives

- Synthesize the fundamentals of a yoga in a safe, supportive and academic environment; and apply understanding to individual practice.
- Develop and sustain a personal yoga practice.
- Investigate mind-body awareness and connection and apply principles to enhance capacity for presence, connection, openness, and curiosity in experiences.
- Execute and display ideal body alignment to improve strength and flexibility.
- Identify and apply techniques to skillfully cultivate emotions of well-being, such as kindness, compassion, joy, and equanimity.
- Integrate and implement breathing techniques for relaxation and stress management, including ways to self-regulate while navigating difficult emotions, thoughts and anxiety
- Identify the basics of anatomy and physiology as it relates to a yoga practice.

Guidelines for Practice

- **Practice barefoot**
- Be **on time** - arrive early and have props ready
- Please wear athletic clothing that allows freedom of movement.
- Practice on an **empty stomach** (preventing discomfort and promoting digestion). Avoid eating an hour before practice.
- Refrain from chewing gum during practice.
- **Refrain from drinking water during practice** (it's a mental distraction from intensity, it extinguishes digestive fires and dampens the mind).
- Please notify me of any injuries or conditions (including pregnancy), prior to practice or at any time. This information is necessary to safely adapt the practice to serve specific student needs and will be kept confidential.
- Phone Free - place cell phones on silent. Turn off notifications. Tuck phone away and out of sight.

PEMBH Objectives

Students will understand the importance of sound health & fitness principles as they relate to better health & will be able to:

- Recognize the physical and mental benefits of increased physical activity.
- Examine the effect of nutrition, rest, and other lifestyle factors that contribute to better health.

Students will be exposed to a variety of activities providing them the opportunity to:

- Utilize physical activity as a tool to manage stress.
- Participate in a motivating and nurturing environment resulting in a greater sense of well-being and self-esteem.

Students will demonstrate proficiency through knowledge & acquired skills enabling them to:

- Develop an appreciation of physical activity as a lifetime pursuit and a means to better health.

Course Reader

Yoga Reader on Blackboard

Supplemental Reading and Viewing

www.YogaJournal.com

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, students will complete a series of reflections on their practice through the course. Additionally students will complete mid- and end-of-course evaluations in order to best serve students needs. Please feel free to also communicate feedback to me, anytime through the semester, in person or by email.

Grading Criteria

The benefits of yoga are directly related to how much effort, time and attention students invest in the practice. Grades are based on commitment and consistency to show up for practice, completion of all work along with the following criteria:

- Dedicated consistent effort to a committed, regular practice
- Completion of all assignments and exams
- Presence and participation in class
- Curiosity to modify and willingness challenge limits for growth with a nonjudgmental approach
- Patient kindness shown with attention to others and gentleness towards our own body and mind

All work is due on the assigned date. Due dates listed on course outline. All written work is to be typed and submitted via Blackboard. Format: submit as Word, Pages or PDF document. Double spaced. Times New Roman. 12-point font. 1" margins. MLA format.

Grading

- **Attendance and Participation (60 points)**

Active participation is a large component of the final grade. Student presence in class is necessary in order to earn and receive participation points. Attendance will be taken each class and is the student's responsibility to assure they have been marked present. Participating in other sections is not permitted.

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 at the end of the semester.

- **Reflection (20 points total)**

Reflection is an integral part of the learning process. Students will complete reflections on the material from the Course Reader, class conversations, and direct experiences throughout the course. There are 3 reflection forms with contemplations and practices. There will also be an end-of-course evaluation to help evolve the class to best serve the needs of students. Students are welcome to communicate feedback to me through the semester on reflections, by email or in person.

- **Embodied Assessment (20 points total)**

In class practicum, to demonstrate psychomotor fluency and attention to alignment. Attendance required for grade, please note the date of Student Presentations.

- **Midterm Exam (50 points)** Online, outside of class, open book, multiple choice.
- **Final Exam (50 points)** Online, outside of class, open book, multiple choice.

Grading Scale

There are 200 total points possible:

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|----------------------|-----------------|
| 180 – 200 points = A | (A = 90 – 100%) |
| 160 – 179 points = B | (B = 80 - 89%) |
| 140 – 159 points = C | (C = 70 - 79%) |
| 120 – 139 points = D | (D = 60 - 69%) |
| Below 120 points = F | (F = 0 - 59%) |

Intro to Yoga Course Outline

| Date | Topic |
|--|---|
| Week 1 <i>Week of 1/8</i> | Focus: Introduction & Orientation: What is Yoga? Practice: Tadasana Stand on Your Own Two Feet The fundamental blueprint neutrally rotated standing poses Read: Yoga Reader on Blackbaord, pages 3 – 5 <i>Find Your Pose (BB Content Sequence for Semester)</i> <i>Begin Gathering Wisdom: Alignment of Asana</i> |
| Week 2 <i>Week of 1/15</i> <i>Holiday Monday 1/15</i> <i>MLK Day)</i> | Focus: Overview of Yoga Philosophy Practice: Externally Rotated Standing Poses Read: pages 10, 14, 26, 30 |
| Week 3 <i>Week of 1/22</i> | Focus: 8 Steps to Happiness = Ashtanga Yoga Patanjali <i>Yoga Sutras</i> Step 1: Ahimsa/Care for Others. The Yamas Practice: Twists Read: pages 6 - 7, 11, 12 <i>Ashtanga Challenge: Yamas Ahimsa Due Sunday 1/28</i> |
| Week 4 <i>Week of 1/29</i> | Focus: How to Treat Others = The Yamas Practice: Balancing Read: pages 6 - 9, 27 |
| Week 5 <i>Week of 2/5</i> | Focus: Step 2: Self Compassion/Santosha. The Niyamas Practice: Backbends Read: pages 8-13, 27-29 <i>Ashtanga Challenge: Niyamas Santosha Due Sunday 2/11</i> |
| Week 6 <i>Week of 2/12</i> | Focus: How to Treat Yourself = The Niyamas Practice: Forward Folds Read: pages 9-13, 26-29 |

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|---|---|
| Week 7 <i>Week of 2/19</i> <i>(Holiday Monday 2/19 President's Day)</i> | Focus: Step 3: Be in the Body. Asana Practice: Surya Namaskar A & B / Internally Rotated Poses Read: pages 13-17, 28 Ashtanga Challenge: Asana & Pranayama Due Sunday 2/25 |
| Week 8 <i>Week of 2/26</i> | Focus: Step 4: Breathe. Pranayama <i>Midterm Review</i> Practice: Externally Rotated Read: pages 19-25 Midterm Exam on Blackboard Thursday 2/29 |
| Week 9 <i>Week of 3/4</i> <i>Spring Recess</i> <i>Week of 3/11</i> | Focus: Step 4: Breathe. Pranayama Practice: Twists |
| Week 10 <i>Week of 3/18</i> | Focus: Step 5: Go Inward. Pratyahara Practice: Balancing Teaching Script Due Sunday 3/24 |
| Week 11 <i>Week of 3/25</i> | Focus: Step 6: Focus the Mind. Dharana Intro to Meditation Practice: Restorative/Supported Backbends Practice Teach |
| Week 12 <i>Week of 4/1</i> | Focus: Step 7: Maintain & Deepen Focus. Dhyana Meditation Practice: Forward Folds & Yin Yoga Practice Teach |
| Week 13 <i>Week of 4/8</i> | Focus: Step 8: Real Happiness. Samadhi Practice: In Class Embodied Assessments Student Presentations |
| Week 14 <i>Week of 4/15</i> | Focus: Happiness. 8th Step, Samadhi Practice: Complete practice Make-Up Classes Due Sunday 4/21 |
| Week 15 <i>Week of 4/22</i> | Closing Circle Final Exam on Blackboard open 4/24 thru end of day 4/26 |

COVID-19 (Class Guidelines)

USC (Covid-19) Resource Center <https://we-are.usc.edu/>

Statement on Academic Conduct & Support Systems

Academic Integrity

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Student & Disability Accommodations

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services](#) (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems

[Counseling and Mental Health](#)

(213) 740-9355 – 24/7 on call

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

[988 Suicide and Crisis Lifeline](#)

988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#)

(213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#)

(213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#)

(213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#)

(213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#)

(213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity, and Inclusion](#)

(213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#)

UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#)

UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#)

(213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#)

(323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.