

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.

## Yoga Therapy

**PHED 123**

2 Units

Spring 2024

Section 50053 Friday 10:00 AM – 11:50 AM

Section 50055 Friday 12:00 PM – 1:50 PM

**Location:** Yoga Room In PHED Sub-Basement

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

**Instructor:** Eden Goldman, D.C., C-IAYT “Dr. E”  
*he/him/el [Pronouns](#)*

**Office:** Zoom Meeting ID# 216 899 9825 (Passcode: 2Cqnuy)

**Office Hours:** Thursday 12 – 1 PM Or By Appointment

**Contact Info:** [eden.goldman@usc.edu](mailto:eden.goldman@usc.edu) Or (305) 336-3129 OFFICE

### IT HELP

**BB – USC Information Technology Services Help**

Phone: 213-740-5555

**Contact Info:** <https://itservices.usc.edu/contact>

**Hours:** 24 hours a day, every day

## 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.

## Land Acknowledgement

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.

For additional information – <https://dornsife.usc.edu/hist/land-acknowledgement/>

## Course Description

This class is an introduction to the practice of Yoga therapy, which is a balanced approach to wellness that carefully selects and applies specific, user-friendly postures (asana) for physical health; supportive meditation (dhyana) practices and breathing techniques (pranayama) for mental health and emotional regulation; and traditional Yoga science, lifestyle modification techniques, and Eastern philosophy for attunement and spiritual

health. Defined in a modern context, “Yoga therapy is the philosophy, science, and art of adapting classical Yoga techniques to present day situations in order to treat the physical, mental, and emotional ailments of the individual and the public through a personalized client/patient experience.” Thus, Yoga therapy has been said to be more individualized and custom-tailored than a normal group Yoga class, and may be utilized as a means of prevention and/or adjunct treatment of different health conditions, particularly stress-related health conditions, or simply as a means of balancing and improving one’s overall health and quality of life.

**Prerequisite:** None

**Co-Requisite:** None

**Recommended Preparation:** None

## Learning Objectives

- Outline the fundamentals of a Yoga therapy practice in a safe, supportive, and academic environment
- Recognize Yoga therapy as a holistic healing discipline that takes into account all aspects of an individual as well as the individual’s personal history, uniqueness, and life circumstances
- Identify the physical, psychological, emotional, mental, and spiritual benefits associated with the regular practice of Yoga through therapeutic postures, breathwork, diet, and meditation
- Demonstrate an understanding of anatomy, movement, and breathing both from a Yoga perspective and a modern scientific perspective
- Discuss how Yoga therapy can be used as a key component in the prevention and/or treatment of stress-related illnesses
- Develop and implement a home Yoga therapy practice
- Ultimately, this class is a laboratory of self-reflection from a yogic perspective that will ask you to see yourself ‘*as you are*’ in body, breath, heart, and mind and the goal is to teach you how to become more self-regulated and self-reliant in your day-to-day life using Yoga

## PEMBH Objectives

**Students will be provided both an intellectual and experiential understanding of the principles of wellness, fitness, and Yoga Therapy as they relate to a balanced lifestyle and better health and will be able to:**

- Recognize the physical and mental benefits of Yoga postures, breathing, and meditation
- Understand anatomy, basic biomechanical principles, and Yoga terminology

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

- Apply learned fundamental skills
- Empower themselves by setting and working toward realistic individual goals
- Participate in a motivating and nurturing environment resulting in greater sense of well-being and self-esteem
- Participate in active learning to stimulate continued inquiry about physical education, health, and fitness

**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 Textbook And Course Readings

Payne, L., Gold, T., & Goldman, E. (2015). *Yoga Therapy And Integrative Medicine: Where Ancient Science Meets Modern Medicine* (1st ed.). Basic Health Publications.

\*Please note that you DO NOT need to purchase the textbook for success in the class, as handouts and reading selections will be shared in class by the professor, making the textbook optional. That said, it is a valuable resource and information source for Yoga Therapy practitioners if you do decide to purchase it.

Course Readings – **Lecture notes will be provided on Blackboard at <https://blackboard.usc.edu>.**

For further personal reading materials, if you are yogicly intrigued, please also consider the following supplemental books available for purchase:

**Light on Yoga** by *B.K.S. Iyengar*

**The Heart of Yoga** by *T.K.V. Desikachar*

**Yoga Anatomy** by *Leslie Kaminoff*

**The Key Muscles of Yoga** by *Ray Long, M.D.*

**Health, Healing, And Beyond** by *T.K.V. Desikachar*

**Yoga As Medicine: The Yoga Prescription For Health And Healing** by *Tim McCall, M.D.*

**Yoga for Dummies** by *Georg Feuerstein Ph.D. and Larry Payne Ph.D.*

**Meditation Made Easy** by *Lorin Roche, Ph.D.*

**Yoga Therapy: A Guide to the Therapeutic Use of Yoga and Ayurveda for Health And Fitness** by *A.G. Mohan and Indra Mohan*

## General Guidelines For Yoga Practice And Course Policies

- **BYOM: Students must bring their own Yoga mat to class!**
- ***Arrive to class on time:*** Be 2 to 3 minutes early to make sure you have your props ready
- ***Dress properly:*** Wear comfortable athletic clothing that allows freedom of movement and note that close-fitting athletic clothes are usually best (avoid baggy t-shirts/pants and dangly jewelry)
- ***Props, Props, Props:*** Additional props beyond a Yoga mat will be provided in class, including straps, blankets, bolsters, and blocks – *please return the equipment neatly in the storage cabinets in the hall next to the Yoga room after use*
- ***Practice Yoga barefoot:*** No shoes or socks are traditionally worn during Yoga practice
- ***Avoid practicing Yoga on a full stomach:*** Wait two hours after a meal or one hour after a light snack and no candy or chewing gum during practice
- ***What else to bring:*** Water, a hand towel, and/or a beach towel to absorb sweat on your mat and/or to cover the props, if preferred
- ***Lockers:*** The USC Physical Education & Mind-Body Health Department has lockers available for student use throughout the semester. The locker rooms' hours of operations are Monday to Friday from 8 AM to 3 PM. If you would like a locker and lock, they can be purchased in the main PEMBH office located at PED 107 in the Physical Education Building.
- ***Report health issues and injuries:*** **Notify your instructor of any existing injuries,**

**health problems, and medical conditions – including pregnancy – in the first class meeting. If you develop any new injuries, health problems, and medical conditions and/or become pregnant during the semester, you MUST inform your instructor. This will be kept STRICTLY confidential.**

- ***Life is about showing up:*** If you are unable to practice, you are still required to attend class and observe as you can learn a lot simply by watching
- ***Handle your responsibilities:*** Complete assignments on time
- ***Minimize distractions and seek quietness:*** Turn off cell phones (unless using for notes during lecture)
- ***Plan ahead with communication:*** Email ([eden.goldman@usc.edu](mailto:eden.goldman@usc.edu)) is the preferred method of communication outside of class. Emails will be answered within 72 hours normally and 96 hours over a weekend or following a holiday.

**Please use: PHED 123 in subject line of email.**

- Absences: Only 1 make-up assignment will be given for unexcused absences whereby a 1 paragraph to a 1 page paper on how Yoga was part of the missed absence will substitute and highlight missed in-class work.
- ***Consult Blackboard if needed:*** Refer to Blackboard for additional handouts and assignments

## **Presence And Participation Policies**

Because this is a Physical Education course, your regular presence is required for the participation portion of the grade and it is a large component of your final grade. Tardiness and/or leaving early will not be tolerated, as it disrupts the class and practice. If you are late or leave early, you will only receive partial credit for attending the class. You will be expected to attend the section for which you are enrolled. Make-ups for extenuating circumstances are allowed, but only upon approval. Typically, a make-up assignment would be comprised of “How did you apply Yoga to your day while you were out of class?” Overall, though, it is your responsibility to attend class consistently and fulfill the requirements of this course. Failure to attend class **WILL IMPACT** your final course grade.

*\*You cannot make-up the Midterm and Final*

*\*\*Extra credit work will likely be available only 2-3x around Week 8 and Week 13-14*

### **Presence (10% = 20 points → 1.5 points/class starting Week #2)**

Yoga is an experience-based practice and Physical Education course that requires presence, i.e. physical attendance and showing up, day-to-day. Attendance will be taken every class via Qwickly and it is the student’s responsibility to confirm presence. Additionally, to receive this credit, presence will be combined with your tardiness, class citizenship, and/or your mature sense of being a part of a collective community endeavor in the class. **Please note that if you have 3 absences, your final grade will probably lower by one full grade. More than 5 absences and your final grade will likely lower by two grades.**

**\*Due to COVID-19, students may need to miss class because of illness, quarantine, isolation, or other COVID-related reasons. If this is the case, please contact me as soon as you can and we will work something out that is most supportive to your health and class. An alternative assignment will be created in lieu of missed classes.**

## **In-Class Participation (10% = 20 points → 1.5 points/participation starting Week #2)**

Yoga is collaborative process that requires conscious feedback, deeper inquiry, and participation, collaboration, and engagement with life. As such, participation is different from just showing up, i.e. physical attendance, and will be determined by your contribution to class, yet not in the performance of the poses or techniques. Instead, to assess the quality of your engaged attention and sincere efforts ethically, students will be given 10 tokens at the beginning of the term. Each time a student participates in a class lecture, the student will be able to pass in one token – and only one token can be handed in per class. If all 10 tokens are turned in by the end of the semester, the student receives full credit and all 20 points for participation, with 1.5 points deducted for participation for each token not turned in.

**\*That said, your grades in physical presence and active participation are large components of your final grade. Just show up and be part of the group and you'll be fine! 😊**

## **Meditation Journals (10% = 20 points → 6.7 points/journal)**

Reflection is an integral part of the learning process, especially in Yoga. Students will complete journal entries on their direct experiences, thoughts, and feelings in meditation throughout the course. For this assignment, students will submit a selection of specific journal entries sharing their personal reflections about things they have experienced and learned in their USC Yoga therapy class and how it applies to their lives. An exact format for the journals will be provided in class. Students are welcome to communicate feedback to me throughout the semester on their journals, either by email and/or in person.

## **Home Yoga Project (35% = 70 points)**

The ultimate goal of this class is to share how students can become active participants and more self-reliant in their own health, self-regulation, and personal lifestyle using a Yoga therapy model. With that in mind, the final project for this course is designed to transform the students into teachers and have them share ways in which Yoga therapy can be adapted to specific health conditions and/or applied in designing one's personal home Yoga practice. An exact format for the project, as well as graded steps that will lead to its development, will be discussed and thoroughly outlined on Blackboard and in class.

## **Midterm Exams (10% = 20 points)**

In-class, open book, multiple choice test.

## **Final Exam (25% = 50 points)**

In-class, open book, multiple choice test.

## **Grading Criteria**

	<b>% Grade</b>	<b>Points</b>
<b>Presence</b>	<b>10%</b>	<b>20</b>
<b>In-Class Participation</b>	<b>10%</b>	<b>20</b>
<b>Meditation Journals (3 @ 6.7 pts/each)</b>	<b>10%</b>	<b>20</b>

<b>Home Yoga Project</b> (Journal/Paper/Present)	<b>35%</b>	<b>70</b>
<b>Midterm Exam</b>	<b>10%</b>	<b>20</b>
<b>Final Exam</b>	<b>25%</b>	<b>50</b>
<b>Total</b>	<b>100%</b>	<b>200 Points</b>

## Grading Scale

Plus (+) and minus (-) grades will be issued accordingly for each letter grade based on points and grade percentage as per the grading scale below.

(200 Total Points)

- A = 188 – 200 points (A = 94+%)
- A- = 180 – 187 points (A- = 90+%)
- B+ = 174 – 179 points (B+ = 87+%)
- B = 168 – 173 points (B = 84+%)
- B- = 160 – 167 points (B- = 80+%)
- C+ = 154 – 159 points (C+ = 77+%)
- C = 148 – 153 points (C = 74+%)
- C- = 140 – 147 points (C- = 70+%)
- D+ = 134 – 139 points (D+ = 67+%)
- D = 128 – 133 points (D = 64+%)
- D- = 120 – 127 points (D- = 60+%)
- F = Below 120 points (F = Below 60%)

## Course Schedule

### ***COURSE OUTLINE AND CLASS SCHEDULE***

*USC PHYSICAL EDUCATION DEPARTMENT PHED 123: Yoga Therapy Syllabus*

<b>Date</b>	<b>Lecture Topic</b>	<b>Practice</b>	<b>Assessment/Assignment</b>
<b>Week 1: January 12</b>	Review of Syllabus, Guidelines And Methodology, What Is Yoga Therapy?, Review Of Breathing Function And Techniques	<i>Special Focus:</i> Intro to 360 Degree Breathing, Dirga Breathing, And Samavritti Pranayama	No Advance Assignment But You MUST Bring A Cell Phone, Tablet, Or Laptop To The 1 <sup>st</sup> Day Of Class ☺
<b>Week 2: January 19</b>	The Role Of Vrittis In Preventing Stress-Related Diseases; The Various Forms Of Sun Salutations	<i>Special Focus:</i> Sun Salutations and Ujjayi Breathing	

<b>Date</b>	<b>Lecture Topic</b>	<b>Practice</b>	<b>Assessment/Assignment</b>
<b>Week 3: January 26</b>	The Gunas And Homeostasis	<i>Special Focus:</i> Tadasana And Loving-Kindness (Metta) Meditation	*Last Day To Change Grading Option (Letter Grade, P/NP, Audit)
<b>Week 4: February 2</b>	Overview Of Yoga's Effect On the Nervous System	<i>Special Focus:</i> Breathing And Meditative Practices For Self-Regulation; Desikachar's Extended Exhale Technique	Due By End Of Day: <b>Meditation Journal 1: Loving-Kindness (Metta) Meditation (6.7 Points)</b>
<b>Week 5: February 9</b>	The Eight Limbs Of Yoga; Yoga Sutra 2.46	<i>Special Focus:</i> The 3 <sup>rd</sup> Limb Of Yoga, Asana, In Relationship To Finding Balance In The Body; Yoga Nidra Body Scan Meditation	
<b>Week 6: February 16</b>	The Doshas And Somatotyping	<i>Special Focus:</i> Specific Yoga Practices That Influence And Balance The Doshas	Due By End Of Day: <b>Meditation Journal 2: Yoga Nida Body Scan Meditation (6.7 Points)</b>
<b>Week 7: February 23</b>	<b>MIDTERM EXAM (20 Points)</b>	<i>Special Focus:</i> Online In-Person Exam; Asynchronous Lecture On Restorative Yoga With Practice Links	*Last Day To Drop A Class Without A "W" And To Switch A Pass/No Pass Status To A Letter Grade
<b>Week 8: March 1</b>	Annamayakosha: The Physical Body	<i>Special Focus:</i> Yoga Asana For Upper Cross Syndrome And Lower Cross Syndrome; Walking Meditation	
<b>Week 9: March 8</b>	<b>NO IN-PERSON CLASS</b> – Asynchronous Lecture On Pranamayakosha: The Breath And Energy	<b>ONLINE CLASS</b> – <i>Special Focus:</i> Kapalabhati Breathing AKA Breath Of Fire	Due By End Of Day: <b>Meditation Journal 3: Walking Meditation (6.7 Points)</b>

Date	Lecture Topic	Practice	Assessment/Assignment
<b>Week 10: March 15</b>	<b>NO IN-PERSON CLASS – SPRING BREAK WEEK</b>	<b>NO PRACTICE – SPRING BREAK WEEK</b>	
<b>Week 11: March 22</b>	Manomaya Kosha: The Mind And Emotions	<i>Special Focus:</i> Yoga For Anxiety	
<b>Week 12: March 29</b>	Vijnanamaya Kosha: The Grace Of Higher Wisdom	<i>Special Focus:</i> Cultivating Flow In Yoga; 4 Directions Present-Centered Mode Breathing	Due By End Of Week: <b>Home Yoga Project Journals 1: At Least 4 Entries (5 Points)</b>
<b>Week 13: April 5</b>	Anandamaya Kosha: Opening To Gratitude, Awe, Contentment, And Self-Love	<i>Special Focus:</i> Heart Opening Yoga Practices	Due By End Of Week: <b>Home Yoga Project Journals 2: At Least 4 Entries (5 Points)</b>  <b>*Last Day To Drop A Class With A “W” On Permanent Record</b>
<b>Week 14: April 12</b>	Applying Yoga Therapy To Life	<i>Special Focus:</i> Lifestyle-Based Yoga Practices	No Reading Or Assignment
<b>Week 15: April 19</b>	Yoga Therapy For ____ Presentations	Yoga Therapy For ____ Presentations	Due By End Of Day: <b>Home Yoga Project Paper (30 Points) And Home Yoga Project Presentation (30 Points)</b>
<b>Week 16: April 26</b>	<b>FINAL EXAM (50 Points)</b>	<i>Special Focus:</i> Final Review And Asynchronous Yoga Asana Class For Longevity	No Reading Or Assignment

## COVID 19 (Class Guidelines)

To protect yourself and others, compliance with Trojan Check is required before entering campus. Students are expected to comply with all aspects of USC’s COVID-19 policy. Failure to do so may result in removal from the class and referral to Student Judicial Affairs and Community Standards. For updates and information: <https://we-are.usc.edu/>

## Academic Integrity Policy

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 And 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. Please be sure the letter is delivered to me as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](https://osas.usc.edu). You may also contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto: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](mailto: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.