



dornsife.usc.edu/phed

PHED 117 | Sustainability And Self-Care

Units: 2

Sections: 49755 Thursday 3:00 PM – 4:50 PM

Term: Spring 2025

Location: Zumberge Hall ZHS 360

Instructors: Eden Goldman, D.C., C-IAYT “Dr. E”

Pronouns: he/him/his [*What are pronouns?*](#)

Dr. G’s Zoom Office: Zoom Meeting ID# 216 899 9825 (Passcode: 2Cqnuy)

Dr. G’s Office Hours: Thursdays 1:30 PM – 2:30 PM Or By Appointment

Dr. G’s Contact Info: eden.goldman@usc.edu Or (305) 336-3129 Cell

Brightspace: <https://brightspace.usc.edu>

IT HELP: 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)

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.

Acknowledgements

PEMBH embraces an inclusive spirit, based on equity, diversity, and inclusion to achieve academic and institutional excellence. For PEMBH’s acknowledgments and more information visit our website – <https://dornsife.usc.edu/phed/about/>

[Additional Resources](#)

Course Description

If we begin with the fundamental belief that all beings are interconnected, our planet, thoughts, actions, and praxes have the ability to reflect this unity. What’s more, by balancing traditional learning pedagogy with

experiential techniques, we can collectively bridge the gap between ourselves and our planet easier and more skillfully. In this course, students will complete readings, submit brief reflections and papers, and give short presentations on their experiences of being immersed in nature and their internal/external experiences through a variety of self-care modalities, designed to share various ways of sustaining one's own energy. This energy can then focus on the discovery of alternative ways to live, including integrating sustainability practices into an everyday routine, as well as through a comprehensive self-care, planet-care strategy and way of life.

Prerequisite: None

Co-Requisite: None

Recommended Preparation: None

Learning Objectives

- Develop the intrinsic connection between oneself and the planet
- Understanding multiple viewpoints on eco-philosophy and reflecting on those alternative perspectives
- Integrate self-care modalities as a means of sustaining one's own energy and mitigating stress and climate anxiety
- Grow awareness of the environment through immersion in campus biodiversity
- Evolve both listening and sharing skills by participating in an ongoing cohort
- Construct a comprehensive personal self-care/planet-care routine

PEMBH Objectives

Students will be provided both an intellectual and experiential understanding of the principles of self-care as it pertains to wellness, better health, and planet sustainability will be able to:

- Recognize the physical and mental benefits of self-care, the importance of planet care and principles tied to better health in each respect
- Understand basic self-care principles and wellness and sustainability 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

PEMBH Policy For The Use Of AI Generators

This course aims to develop creative, analytical, and critical thinking skills. Therefore, all assignments should be prepared by the student working individually or in groups. Students may not have another

person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated text, code, or other content is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

Course Textbook And Course Readings

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

For further personal reading materials, a list of optional supplemental books available for purchase will be provided in class.

Course Notes

You will be asked to participate in physically active Yoga sequences, breathing exercises, and meditation techniques, however, you won't be graded based on your ability to perform or execute any exercises, rather it'll be on your understanding of the techniques.

Proficiency will be assessed through projects, assignments, and class discussions.

Integrating theory and practice, you will use traditional and experiential learning styles to engage with the course materials. Class sessions combine lectures, videos, reflections, discussion groups, Yoga practice, pranayama breathwork, and meditation techniques. You will also participate in weekly discussions, engage in self-care-related practices, and write reviews on guest lecturers, as well as complete a midterm project and a final project. Overall, Sustainability And Self-Care is a complex topic and grades will be a combination of several components and specific assignments.

That said, all students will exit the course with a personalized and comprehensive self-care routine.

Moreover, 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 Brightspace. Format: Double-Spaced, Times New Roman, 12-point font.*** The due dates are in the course outline. See Brightspace for updated course materials.

General Guidelines For Class Practices And Course Policies

- **BYOM: Students must bring their own materials to class and they will be notified in the class announcements on Brightspace when anything additional is required**
- ***Arrive to class on time:*** Be 2 to 3 minutes early to make sure you're on time
- ***Dress properly:*** For movement-specific days 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)
- ***Avoid practicing on a full stomach:*** Wait two hours after a meal or one hour after a light snack and no candy or chewing gum during our practices
- ***Report health issues and injuries: Notify the instructors 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 is the preferred method of communication outside of class for all of the course instructors; emails will normally be answered within 72 hours or within 96 hours if it's over a weekend or following a holiday
- **Please use: Sustainability And Self-Care PHED 117 and your section in subject line of any email communications**
- **Absences:** Absences will be excused if the student provides verification and/or documentation from a Health Care Provider, Keck, A USC Department, a positive COVID test, and/or USC Team or Club. For unexcused absences, only 1 make-up assignment will be given whereby a 1 paragraph to a 1 page paper on the missed lecture materials will substitute and highlight missed in-class work
- **Consult Brightspace if needed:** Refer to Brightspace 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. If you are late or leave early, you might only receive partial credit for attending the class, so check with the instructor. What's more, 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 viewing the class lecture on Zoom and other course materials and writing a 1 paragraph to 1 page paper highlighting the main points of the week's materials and reflection on its personal impact on you. 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

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

Our class 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.**

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

Our class is designed to be a collaborative process with in-class 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! 😊**

Book Review (15% = 30 points)

Students will write a 1-2 page paper reviewing the book, *Braiding Sweetgrass*, and a more detailed format will be provided in class outlining the assignment.

Reflections And Speaker Reviews (15% = 30 points)

Reflection is an integral part of the learning process, especially in self-care. Students will complete journal entries and speaker reviews on their direct experiences, thoughts, and feelings in response to the speakers and mini-field trips around campus throughout the course and how it applies to their life. An exact format for the journals will be provided in class and students are welcome to communicate feedback to the instructor throughout the semester via their journals, either by email, and/or in person.

Midterm Project (25% = 50 points)

For the midterm project, students will be assigned one section of the campus in small groups. The groups will then research that area of campus, including the history, fauna, wildlife, significance to the self-care/planet-care model, etc. More details will be provided in class to help students define the specifics of the assignment and how it will be graded.

Final Project (25% = 50 points)

Caring for yourself is an act of caring for the planet, and caring for the planet is caring for yourself. The separation of these two concepts is often where problems arise. Your final project in this course will integrate these principles into a comprehensive Self-Care/Planet-Care strategy. More details will be provided in class to help students define the specifics of the assignment and how it will be graded.

Grading Criteria

| | % Grade | Points |
|--|----------------|-------------------|
| Presence | 10% | 20 |
| In-Class Participation | 10% | 20 |
| Reflections And Speaker Reviews | 15% | 30 |
| Book Review | 15% | 30 |
| Midterm Project | 25% | 50 |
| Final Project | 25% | 50 |
| Total | 100% | 200 Points |

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

| Week | Topic |
|-------------------------------------|---|
| Week 1: January 16 | <p>Lecture: Introduction To Sustainability And Self-Care</p> <ul style="list-style-type: none">● Interconnectivity● Eco-Anxiety Assessment● Sign Waiver● Syllabus Overview● Introduction to Sustainability and Self Care● Waterfall Intervention Model● Interconnectivity + Reciprocity● Introductions <p>Practice:</p> <ul style="list-style-type: none">● Instructor-Led Mind-Body Practice: Samavritti Pranayama/Box Breathing <p>Assignment: Due By January 22 At 8 PM</p> <ul style="list-style-type: none">● Practice<ul style="list-style-type: none">○ Repeat Instructor-Led Practice Three Times Throughout The Week● Write<ul style="list-style-type: none">○ Intention setting: Not a “to do” list, more who do you want to BE this academic year and how will you find balance this year at USC? (3 sentences MAX) |

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| | <ul style="list-style-type: none"> ○ List your current self-care/planet-care routine and how it affects your well-being (i.e. how the different practices affect you in different ways) and ultimately how it leads you to crafting a new, revised plan and routine by the end of this course (1 paragraph MAX) ○ What do you hope to LEARN in this class and what do you hope to CONTRIBUTE to this class (1 paragraph MAX) ○ Write this reflection in the assignment box on Brightspace. Due at 8 PM. ● Read <ul style="list-style-type: none"> ○ <i>Braiding Sweetgrass: “The Three Sisters”</i> ○ Additional Readings On Brightspace |
| <p>Week 2: January 23</p> | <p>Lecture: Sustainability And Self Care: Our Interconnection With Our Environment And The Elements</p> <ul style="list-style-type: none"> ○ Introduction The Elements And How They Relate To Interconnectivity And Self-Care ○ Reciprocity And Interconnectivity ○ Digital Procrastination And Accountability: Are You Too Busy? <p><i>Practice:</i></p> <ul style="list-style-type: none"> ○ Repeat Instructor-Led Mind-Body Practice Three Times Throughout The Week: Speaking Through The Elements, Ujjayi Pranayama, Foot And Ankle Exercises <p>Assignment: Due By January 29 At 8 PM</p> <ul style="list-style-type: none"> ○ Practice ○ Repeat Instructor-Led Practice Three Times Throughout The Week ● Write <ul style="list-style-type: none"> ○ Elemental Immersion On All Of The Elements Covered In Class ○ USC Sustainability Training: https://sustainability.usc.edu/student-sustainability-training/ ○ Write about 1-3 things that you learned from completing the USC Sustainability Training and how it will impact your self-care/planet-care outlook. (One paragraph MAX) Write this reflection in the assignment box on Brightspace. Due at 8 PM. ● Read <ul style="list-style-type: none"> ○ <i>Braiding Sweetgrass: The Three Sisters</i> ● Prepare <ul style="list-style-type: none"> ○ 1 Question For The Office Of Sustainability Next Week ● Scroll <ul style="list-style-type: none"> ○ https://drawdown.org/ ○ https://www.scoutfitters.org ○ https://www.peaksandprofessors.org |

Week 3:
January 30

Site Visit: **Office Of Sustainability**

Practice:

- Instructor-Led Mind-Body Practice: Sitali Breathing, Mini-Flow Yoga Practice, Mirroring The Flow In Each Other Practice

Assignment: **Due By February 5 At 8 PM**

- Practice
 - Repeat Instructor-Led Practice Three Times Throughout The Week: Dirga Breathing And Tree Pose, Upright Crescent Pose, and Tadasana
- Write
 - Please reflect on your visit to the USC Office Of Sustainability this past week. What was your experience? How do you feel we can become even more sustainable as a University? Additionally, consider and reflect on the Earth element meditation and the specific breathing and Yoga practices we did in class and how they might benefit you. (One Paragraph MAX) **Write this reflection in the assignment box on Brightspace. Due at 8 PM.**
- Read
 - Elemental Immersion Reading On Earth
 - *Braiding Sweetgrass: Witness To The Rain AND A Mother's Work*
 - Additional Readings On Brightspace
- Scroll
 - <https://www.mindful.org/what-is-ecoanxiety-and-how-can-mindfulness-help>
 - <https://www.greenpeace.org.au/blog/caring-for-yourself-so-you-can-care-for-the-planet>
 - <https://green.usc.edu><https://sustainability.usc.edu>

Week 4:
February 6

Lecture: **Sustainability With ORSL Dean Varun Soni**

Practice:

- Instructor-Led Mind-Body Practice

Assignment: **Due By February 12 At 8 PM**

- Practice
 - Repeat Instructor-Led Practice Three Times Throughout The Week
- Write
 - Reflect on Dean Soni's Sustainability Talk
 - Please explain what you have learned about yourself and your self-care/planet-care approach as a result. (½ page MAX total)
 - **Write these reflections in the assignment box on Brightspace. Due at 8 PM.**
- Read

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| | Additional Readings On Brightspace |
| <p>Week 5: February 13</p> | <p><i>Lecture: Mind Travel With Murray Hidary</i></p> <p><i>Practice:</i></p> <ul style="list-style-type: none"> ● Instructor-Led Mind-Body Practice <p><i>Assignment: Due By February 19 At 8 PM</i></p> <ul style="list-style-type: none"> ● Practice <ul style="list-style-type: none"> ○ Repeat Instructor-Led Practice Three Times Throughout The Week ● Write <ul style="list-style-type: none"> ○ Reflect on the experience of Mind Traveling and mindfully walking through campus ○ Some reflective questions you might consider: If this was your first experience with walking meditation, what was the experience like for you? How did it feel in your body, mind, heart, and/or Spirit? Were there any sensations that were prominent for you in your body? Did it evoke certain feelings, emotions, thoughts, and/or memories that have relevancy to you in your life? Overall, was Mind Traveling a positive experience for you and/or something you might like to practice in the future? How did it compare with just normal walking? What did you do differently? Were you aware of your breath during the practice? Did the breath change at all and, if so, how? Did you feel any general positive changes inside of yourself in regard to stress? (½ page MAX total) ○ Write these reflections in the assignment box on Brightspace. Due at 8 PM. ● Read <p>Additional Readings On Brightspace</p> |
| <p>Week 6: February 20</p> | <p><i>Book Discussion: Braiding Sweetgrass</i></p> <p><i>Practice:</i></p> <ul style="list-style-type: none"> ● The Book Discussion Is A Practice In Listening And Represents Akash (Space) ● See Brightspace For More <p><i>Assignment: Due By February 26 At 8 PM</i></p> <ul style="list-style-type: none"> ● Practice <ul style="list-style-type: none"> ○ Repeat Instructor-Led Practice Three Times Throughout The Week: Brahmari Pranayama aka Bumble Bee Breathing And Repeating The Mantra/Affirmation of Your Choice 108x ● Read <ul style="list-style-type: none"> ○ Elemental Immersion Reading On Akash/Space ● Binaural Beats – The Power Of Sound ● Write |

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| | <ul style="list-style-type: none"> ○ Reflect On Your Chosen Mantra/Affirmation. How did this effect your mental and emotion state through the week? Did it provide support, comfort, focus, ease, etc. Share your experience. Also, consider the Akash/Space element meditation and the specific breathing and Yoga practices we did in class and reflect on how they might be of benefit to you. (One paragraph MAX) Write this reflection in the assignment box on Brightspace. Due at 8 PM. |
| <p>Week 7: February 27</p> | <p>Lecture: Sleep: How We Sustain Ourselves</p> <p><i>Practice:</i></p> <ul style="list-style-type: none"> ● Instructor-Led Mind-Body Practice: Extended Exhale Breathing, Chandra Bhedhana, Yoga Nidra <p>Assignment: Due By March 5 At 8 PM</p> <ul style="list-style-type: none"> ● Practice <ul style="list-style-type: none"> ○ Repeat Instructor-Led Practice Three Times Throughout The Week: One Of The Above Breathing Techniques And Yoga Nidra ● Write <ul style="list-style-type: none"> ○ Please reflect on our previous discussion of sleep as a self-care practice and the creation of your own nightly sleep hygiene routine. Also, consider the Air element meditation and the specific breathing and Yoga practices we did in class and reflect on how they might be of benefit to you. (One paragraph MAX) Write this reflection in the assignment box on Brightspace. Due at 8 PM. ● Read <ul style="list-style-type: none"> ○ Elemental Immersion Reading On Air ○ <i>Braiding Sweetgrass: Shkitagen – People Of The Seventh Fire</i> <p>Additional Readings On Brightspace</p> <p>GIVE MIDTERM PRESENTATION NEXT CLASS</p> |
| <p>Week 8: March 6</p> | <p>MIDTERM PRESENTATIONS</p> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> ● Walking Tour Through Campus. Post your Midterm paper to Brightspace by March 5 (before the next class) at 8 PM ● Reflect on the course at the midway point. Post your assignment to Brightspace by March 12 (before the next class) at 8 PM |
| <p>Week 9: March 13</p> <p>ASYNCHRONOU</p> | <p>Lecture: Introduction To The Parasympathetic Nervous System</p> <p><i>Practice:</i></p> <ul style="list-style-type: none"> ● Instructor-Led Mind-Body Practice: 478 Breathing |

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| <p>S LECTURE</p> <p>NO LIVE CLASS</p> | <p><i>Assignment: Due By March 19 At 8 PM</i></p> <ul style="list-style-type: none"> ● Practice <ul style="list-style-type: none"> ○ Repeat Instructor-Led Practice Three Times Throughout The Week: 478 Breathing ● Write <ul style="list-style-type: none"> ○ Complete the polyvagal resource worksheet discussed in class that helps you identify your personal resources and assists you in shifting your neurologic state and submit it. Submit this in the assignment box on Brightspace. Due at 8 PM. ● Prepare <ul style="list-style-type: none"> ○ 1 Question For The Guest Speaker Next Week ● Read <ul style="list-style-type: none"> ○ Additional Readings On Brightspace |
| <p>Week 10: March 20</p> <p>SPRING BREAK</p> <p>NO LIVE CLASS</p> | <p>NO SELF-CARE PRACTICE LOG</p> <p>SPRING BREAK</p> |
| <p>Week 11: March 27</p> | <p><i>Lecture: Compassion As A Form Of Sustainable Interconnectivity</i></p> <p><i>Practice:</i></p> <ul style="list-style-type: none"> ● Instructor-Led Mind-Body Practice: Breath Of Fire And Mini-Sun Salutations <p><i>Assignment: Due By April 2 At 8 PM</i></p> <ul style="list-style-type: none"> ● Practice <ul style="list-style-type: none"> ○ Repeat Instructor-Led Practice Three Times Throughout The Week: Breath Of Fire And Mini-Sun Salutations ● Write <ul style="list-style-type: none"> ○ Consider the Fire element meditation and the specific breathing and Yoga practices we did in class and reflect on how they might be of benefit to you. Additionally, consider answering any of the following questions. How did you practice loving kindness/metta meditation? What did you feel in relationship to the practice? Did you feel any positive changes inside of yourself as a result of the practice? How did it feel doing the overall “send loving kindness to all beings everywhere” and what does that mean to you? Are there any similar practices you’ve done before or studied before in your own personal background whether from Yoga, religious traditions, and/or social customs? Please explain and describe your experiences. (One Page MAX) Write this reflection in the assignment box on Brightspace. Due at 8 PM. |

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| | <ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ○ Elemental Immersion Reading On Fire ○ Additional Readings On Brightspace |
| <p>Week 12: April 3</p> | <p><i>Lecture: Morning Altars/Nature Altars</i></p> <p><i>Practice:</i></p> <ul style="list-style-type: none"> • Instructor-Led Mind-Body Practice: 360 Degree Breathing <p><i>Assignment: Due By April 9 At 8 PM</i></p> <ul style="list-style-type: none"> • Practice <ul style="list-style-type: none"> ○ Repeat Instructor-Led Practice Three Times Throughout The Week: 360 Degree Breathing • Create <ul style="list-style-type: none"> ○ One Nature Altar While In Class • Submit <ul style="list-style-type: none"> ○ Please submit your picture of your Nature Altar as an attachment. Also, please reflect on this week's art-inspired class with the wonderful team from Morning Altars/Nature Altars. How did it feel to you to be creating sustainable artwork? Have you ever heard the word <i>mandala</i> before? How is our creation of a nature altar similar to a mandala? Please explain. What's more, in light of our experiences of building a nature altar in class, what do you feel is the purpose of creating an altar? Additionally, reflect on the Water element meditation and the specific breathing and Yoga practices we did in class AND consider your journeys past USC's Fountains on campus and the idea of clean water and its importance AND write about how these things effect your mental and emotional state – keeping in mind that your body is over 65% water. (1 Paragraph MAX) Submit this in the assignment box on Brightspace. Due at 8 PM. • Read <ul style="list-style-type: none"> ○ Elemental Immersion Reading On Water ○ Additional Readings On Brightspace |
| <p>Week 13: April 10</p> | <p><i>Lecture: Dr. Jill Sohm On Climate Change</i></p> <p><i>Practice:</i></p> <ul style="list-style-type: none"> • See Brightspace For Practice: Restorative Yoga <p><i>Assignment: Due By April 16 At 8 PM</i></p> <ul style="list-style-type: none"> • Practice <ul style="list-style-type: none"> ○ Repeat Instructor-Led Practice Three Times Throughout The Week: Restorative Yoga Practice ○ Choose 1 Action That Supports The Planet And Try It As A Regular Practice • Write |

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| | <ul style="list-style-type: none"> ○ Reflect On The Speaker. Write this reflection in the assignment box on Brightspace. Due at 8 PM. ● Read <ul style="list-style-type: none"> ○ Additional Readings On Brightspace |
| <p>Week 14: April 17</p> | <p><i>Site Visit: Santa Monica Beach</i></p> <p><i>Practice:</i></p> <ul style="list-style-type: none"> ● Sustainability Immersion In Nature ● Beach Clean Up ● Surf Lesson <p><i>Assignment: Due By April 23 At 8 PM</i></p> <ul style="list-style-type: none"> ● Write <ul style="list-style-type: none"> ○ Reflect on our time at Santa Monica Beach And your experience doing Karma Yoga trying to preserve our beaches. What does sustainability mean to you in this context? How can we be better as a society at a planet-care approach to sustainability? (One paragraph MAX) Write this reflection in the assignment box on Brightspace. Due at 8 PM. ● Read <ul style="list-style-type: none"> ○ Additional Readings On Brightspace |
| <p>Week 15: April 24</p> | <p><i>Site Visit: USC Peace Gardens</i></p> <p><i>Practice:</i></p> <ul style="list-style-type: none"> ● Nature Immersion ● Gardening <p><i>Hosted By: Dr. Camille Dieterle, OTD, OTR/L, Associate Professor Of Clinical Occupational Therapy, USC Chan Division Of Occupational Science And Occupational Therapy</i></p> <p><i>Assignment: Due By April 30 At 8 PM</i></p> <ul style="list-style-type: none"> ● Write <ul style="list-style-type: none"> ○ Reflect On Guest Speaker And Your Experience In The USC Peace Gardens. What does the word “PEACE” mean to you? Is it a feeling, an idea, a mental state, a philosophy, a way of life, etc.? (One paragraph MAX) Write this reflection in the assignment box on Brightspace. Due at 8 PM. ● Read <ul style="list-style-type: none"> ○ Additional Readings On Brightspace <p>FINAL PROJECT PRESENTATIONS NEXT CLASS</p> |
| <p>Week 16: May 1</p> | <p>LAST CLASS</p> <p>CLASS EVALUATION FORMS</p> |

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. You may also 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.