

School of Health Sciences
Wellness, Health Promotion and Injury Prevention ~ Oakland University
WHP 4400: Mindfulness in Well-being; 4 Credits; Winter 2018

Instructor: Lucy Sternburgh, Ph.D., RCEP, RYT200, NBC-HWC, MBSR Teacher

Instructor Email address: Levande2@oakland.edu

Office Hours: By Appointment

Course Times: Thursdays 5:30 p.m. – 8:50 p.m.

Classroom: Human Health Building, Room 4042

Course Description	<p>This course provides an in-depth exploration of the theory and practice of mindfulness. Mindfulness is paying attention, on purpose, in the present moment, nonjudgmentally. Mindfulness training assists in the development of life-long self-care skills that can reduce burn-out and enhance capacity to cope with stressful life situations. Students are introduced to topics including an overview of mindfulness, the mind-body connection, how to practice mindfulness (formally and informally), stress reduction, mindfulness of the body, mindfulness for anxiety and stress, and interpersonal mindfulness. This course provides a blend of (1) didactic in-class discussions, (2) experiential in-class and out of class practices, and (3) text-based information and resources relating to how mindfulness can support health and well-being.</p> <p>Students will be expected to commit to daily formal mindfulness practice throughout the semester, in addition to regular course assignments.</p> <p>Required Prerequisite Courses: WRT 160 and HS 201</p> <p>Required Reading:</p> <ol style="list-style-type: none"> 1) Rogers, H. B. (2016). <i>The Mindful Twenty-Something: Life Skills to Handle Stress... and Everything Else</i>. New Harbinger Publications. <p>Recommended Reading:</p> <ol style="list-style-type: none"> 2) Kabat-Zin, J. (2005). <i>Wherever you go, there you are</i>. Hyperion 3) Rogers, H., & Maytan, M. (2012). <i>Mindfulness for the next generation: Helping emerging adults manage stress and lead healthier lives</i>. Oxford University Press. <p>Additional Resources:</p> <ol style="list-style-type: none"> 4) The Center for Koru Mindfulness: http://korumindfulness.org/ and associated app 5) Various peer reviewed research articles (available at: https://goamra.org/)
---------------------------	--

Objectives	<p>Upon completing this course, students are expected to be able to:</p> <ul style="list-style-type: none"> • Describe the relationship between (a) mindfulness and (b) stress reduction. • Explain how stress effects the body. • Present justifiable rationale for establishing a mindfulness meditation practice as part of a well-being approach. • Experience both formal and informal mindfulness practices to identify ways of implementing into daily life. • Access appropriate online resources relevant to a particular mindfulness topic or issue. • Develop a consistent personal mindfulness practice. • Describe various ways to enhance professional knowledge and skills in mindfulness.
-------------------	--

Students intending to major in WHP **must** retain a copy of this syllabus, and all major assignments, for inclusion in their Portfolio. WHP majors are expected to achieve a minimum grade of 2.5 for each WHP course (elective or required). Students who fail to achieve this grade standard will have their progress reviewed by the WHP program director and may be placed on academic probation within the WHP program.

A credit hour is defined by the University as 50 contact minutes plus a minimum of 2 hours of independent study per week for 15 weeks. This translates to about 11-12 hours per week per 4 credit hours, or 33-36 hours per week for 12 credits. Therefore, logically, only 12-14 credits should be taken each semester once upper-level coursework is taken, especially if a student is also working. WHP students are expected to take this information into consideration when planning semester course loads and study plans. This definition should also alert students to the required weekly time commitment expected with university coursework.

All electronic devices are to be turned **off** and stored out of sight during the class (**LAPTOPS INCLUDED**). Text messaging and internet browsing are not permitted during class. Calls should be avoided during class breaks if the call is likely to disrupt prompt return to class.

The University add/drop policy will be explicitly followed. It is the student's responsibility to be aware of the University deadline dates for dropping the course.

For important dates please see: http://www.oakland.edu/important_dates

Students with disabilities or circumstances who may require special considerations should make an appointment with the on-campus Office of Disability Support Services. Students should bring in writing their needs and required accommodations to the instructor as soon as possible.

The Office of Veteran Support Services (VSS) is the campus office responsible for supporting student veterans and military families. Through VSS, veterans and their dependents can be connected to campus and community resources to help ensure they are receiving the benefits they have earned. Student veterans and military dependents who wish to learn more about the services afforded to them should contact VSS, by visiting 116 North Foundation Hall, emailing VSS@oakland.edu, by phone at 248-370-2010 or visiting our website at <http://www.oakland.edu/veterans/>.

Attendance is expected at all classes.

Academic Integrity	<p>The faculty of the School of Health Sciences believes that the conduct of a student taking courses in the School should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience in the School.</p> <p>Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including Handout materials), and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student's own effort. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the standard of academic conduct expected in this course. The Oakland University policy on academic conduct will be strictly followed with no exceptions. See catalog under Academic Policies and Procedures.</p>
---------------------------	--

Grading Scale

Grade Quality Points

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	0.0

NOTE: A grade below 2.5 in any WHP course will result in automatic review of WHP minor/major standing and a student placed on probation. Failure to submit an assignment by the start of class on a due date will result in a 50% mark reduction, and if more than one day late a zero grade for that assignment. Also note that FAILURE TO SUBMIT ALL REQUIRED ASSIGNMENTS will result in an incomplete (I) grade until all course expectations are fulfilled. Failure to subsequently fulfill all expectations will result in a failing grade.

Students will be evaluated based on the following components:

1. **Practice Log with Journal Reflection & Article Review (5% each for a total of 50% of course grade)**: Students will submit practice logs documenting daily time spent practicing one of the meditations. The log will include writing down some thoughts about the experience each day as well as two things every day that are positive in your life or that you could be grateful for. The log will also include picking one thing you will do mindfully each week. Write it down and notice the sensations, emotions, thoughts during that experience. Lastly the log will include reading and reacting to an assigned research article, with at least one THOUGHTFUL comment or question for the presenters assigned to that article. Submissions will be evaluated for content/completion.
2. **Research Article Presentation (10%)**: With a partner, students will present a summary of an assigned research paper. Each presentation will be approximately 10 minutes and will account for 10% of the final grade. Students are expected to be well prepared with visually engaging materials (using powerpoint or prezi). Students are expected to be familiar with the assigned topic, allowing them to address the class in a clear and concise manner (*without reading!*) while providing a thoughtful overview of their assigned research paper. Presenters will be evaluated on content, clarity and confidence. Please submit the presentation on moodle.
3. **Group Presentation of Class Session (20%)**: Small groups of 4-5 students, will be assigned a 75 minute session from KORU (Mindfulness for the Next Generation textbook), prepare, and facilitate. Sessions will be should be didactic, participatory and experiential (Opening meditation, Mindful Check-In / F.A.Q.s, Skills Training, Guided Meditation & Closing). Presenters will be evaluated on content, clarity and confidence. Groups will reflect on their performance in a written evaluation.
4. **Final Personal Project (20%)**: Using powerpoint or prezi, students will compile and reflect on the practice logs and various written reflections. Final project will include an open ended summary of pre and post personal assessment (including but not limited to PSS10 & Self-Compassion scale), life values inventory, emotional style/resilience assessment plus any plans for future mindfulness practice or learning. Inspiration board using visual images pertaining to what was learned/experienced. The entire project will be submitted electronically. Submissions will be evaluated on content/completion, clarity and creativity.

Date Reading

01/04 Introduction
Pages 1 – 8

Course Content

Course Intro. & Review of Assignments
Baseline Surveys, Download Koru App.
Partners and small groups determined. Assign articles.

Emerging Adults & Mindfulness

In-class: Breath Awareness Meditation & Why am I here?

Daily practice: Koru Breath Meditation (10 minutes)

01/11 Chapters 1 & 2
Pages 10-27

Homework #1 due

Mindfulness Practice & Mindful Check-In

Article Review: Cullen, M. (2011) “Mindfulness Based Interventions: An Emerging Phenomenon.” *Mindfulness* 2(3): 186–193.

Part 1: Getting Ready -

- **This is Your Life. Don’t Miss It.**
- **“Do I Really Have to Meditate?”**

Practice leading a partner (pgs. 22-23)

Daily practice: Belly Breathing or Body Scan (10 minutes)

01/18 Chapters 3 & 4
Pages 30 – 48

Homework #2 due

Mindfulness Practice & Mindful Check-In

Article Review: *Hölzel, B. K., et al. (2011). How does mindfulness meditation work? Proposing mechanisms of action from a conceptual & neural perspective. *Perspectives on Psychological Science*, 6(6), 537-559.

Part 2: Getting Started -

- **Mindfulness for Calming and Focus**
- **Here Comes the Judge**

Practice leading a partner (pgs. 33-34 & 38-39)

Daily practice: Belly Breathing or Body Scan (10 minutes)

01/25 Chapters 5 & 6
Pages 49 – 63

Homework #3 due

Mindfulness Practice & Mindful Check-In

Article Review: Sharma, M., & Rush, S. E. (2014).

Mindfulness-based stress reduction as a stress management intervention for healthy individuals a systematic review. *Journal of evidence-based complementary & alternative medicine*, 19(4), 271-286.

Part 2: Getting Started, continued -

- **Here You Are in the Present Moment**
- **Meet Your Observing Mind**

Daily practice: Belly Breathing or Body Scan (10 minutes)

02/01 Chapter 7
Pages 65-71

Homework #4 due

Mindfulness Practice & Mindful Check-In

Article Review: Hilton, L., et al. (2016). Mindfulness Meditation for Chronic Pain: Systematic Review and Meta-analysis. *Annals of Behavioral Medicine*, 51: 199-213.

Part 2: Getting Started, continued -

- **Overcoming Obstacles**

Daily practice: Belly Breathing or Body Scan (10 minutes)

02/08 Chapter 8 & 9
Pages 74 – 90

Homework #5 due

Mindfulness Practice & Mindful Check-In

Article Review: Gotink, et al. (2015). Standardised mindfulness-based interventions in healthcare: an overview of systematic reviews and meta-analyses of RCTs. *PloS one*, 10(4), e0124344.

Part 3: Expanding Your Understanding -

- **Mindfulness for Restless Bodies and Minds**
- **Thinking Mind is a Stress Machine**

Practice leading a partner (pgs. 75-76 & 79-80)

Daily practice: Meditation, Walking or Body Scan (10 min)

02/15 Chapter 10 & 11
Pages 91 – 107

Homework #6 due

Mindful Check-In

Article Review: Gong, H. et al. (2016). Mindfulness meditation for insomnia: A meta-analysis of randomized controlled trials. *Journal of Psychosomatic Research*, 89, 1-6.

Part 3: Expanding Your Understanding, continued –

- **Get a Grip on Grasping and Aversion**
- **Acceptance Reduces Suffering**
 - **Gratitude**

Daily practice: Meditation, Walking or Body Scan (10 min)

02/22

NO CLASS ~ WINTER BREAK

03/01 Chapter 12
Pages 108 - 117

Homework #7 due

Mindfulness Practice & Mindful Check-In

Article Review: Black, D. S. & Slavich, G. M. (2016). Mindfulness meditation and the immune system: A systematic review of randomized controlled trials. *Annals of the New York Academy of Sciences*.

Part 3: Expanding Your Understanding, continued –

- **Resilience – Surfing the Waves with Style**

Daily practice: Meditation, Walking or Body Scan (10 min)

- 03/08 Chapters 13 & 14 **Homework #8 due**
 Pages 120 - 136 Mindfulness Practice & Mindful Check-In
 Article Review: Oikonomou et al. (2016). Mindfulness training for smoking cessation: A meta-analysis of randomized-controlled trials. *Journal of health psychology*, 1-10.
Part 4: Developing Insight –
- **Mindfulness for Training Your Attention**
 - **Wisdom: Learning from Experience**
- Practice leading a partner (pgs. 122-23 & 125-126)
Daily practice: Guided Imagery, Labeling Thoughts (**10-20 min**)
- 03/15 TBD
- 03/22 Chapters 15 & 16 **Homework #9 due**
 Pages 137 – 154 **Article Review**: Condon, P., et al. 2013. “Meditation Increases Compassionate Responses to Suffering.” *Psychological Science*, 24 (10): 2125–27.
Part 4: Developing Insight, continued –
- **Values: What Matters?** www.lifevaluesinventory.org
 - **The Skill of Happiness** [Habits of Happiness TEDTalk](#)
- Daily practice: Meditation (10-20 min)
- 03/29 Chapters 17 – 20 **Homework #10 due**
 Pages 156 - 181 Mindfulness Practice & Mindful Check-In
Article Review: Schutte, N. S., & Malouff, J. M. (2014). A meta-analytic review of the effects of mindfulness meditation on telomerase activity. *Psychoneuroendocrinology*, 42, 45-48.
Part 5: Carrying On
- **Mindfulness for Enriching Your Life**
 - **Relating Mindfully**
 - **Is Mindfulness for You?**
 - **For the Benefit of All**
- Practice leading a partner (pgs. 157-58 & 162-163)
Daily practice: Meditation (10-20 min)
- 04/05 Chapter 6&7 **Group Presentations of Sessions #1 & 2**
 Mindfulness Opening Meditation
 For the next Mindful Check-In / F.A.Q.s
 Generation Skills Training
 Guided Meditation
 Closing

04/12 Chapter 8&9
Mindfulness
For the Next
Generation

Group Presentation of Sessions #3 & #4
Opening Meditation
Mindful Check-In / F.A.Q.s
Skills Training
Guided Meditation
Closing
Personal Projects Due – submit online