



**ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM**

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit College of Public Programs Department Social Work

Subject SWU Number 250 Title Stress Management Tools I Units: 3

Is this a cross-listed course? (Choose one)
If yes, please identify course(s) no

Is this a shared course? No If so, list all academic units offering this course no

Course description:

Helps students develop an understanding and behaviors to create a healthy balance in their lives by studying the bio/psycho/social aspects of wellness.

Requested designation: Social and Behavioral Sciences-SB

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Cecilia Ayón Phone 602-496.1196

Mail code 3920 E-mail: cecilia.ayon@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Michelle Carney Date: 3/4/15

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top; text-align: center;">Ecopsychology</td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Ecopsychology	syllabus
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Ecopsychology				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <b style="color: yellow;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	syllabus		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		• Courses with primarily arts, humanities, literary or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

Course Prefix	Number	Title	General Studies Designation
SWU	250	Stress Management Tools I	SB

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
See 1, knowledge about human interaction	This course aims to expose students to the theory and research behind stress. The course will introduce students to the core elements of maintaining a healthy lifestyle through stress management by incorporating evidence based research on nutrition, mindfulness, relationships, effective communication, positive thinking, exercise, environmental factors contributing to wellness and disease; immune system support, activity management and developing practices that facilitate maintaining living in balance	<p>Page 5 in syllabus</p> <p>Students read the assigned chapters in Tools for Mindful Living and Life by Personal Design. They then complete a Critical Thinking Workbook assignment for each book by reflecting upon their thoughts, ideas, and experiences following the completion of the chapter. Students submit their response using the Critical Thinking Matrix below:</p> <p>Critical Thinking Workbook Assignment Format</p> <p>Discuss your opinions and thoughts as well as what you have learned from reading the chapters and doing the activities in each chapter from Tools for Mindful Living and Life By Personal Design. Note that you may also include any reading from the referenced articles from both books that you may choose to read.</p> <p>The main purpose of this chapters are: _____</p> <p>The most important information in these chapters are: _____</p> <p>The main inferences/conclusions in these chapters are: _____</p> <p>The key concepts we need to understand in these chapters are: _____</p> <p>The main point(s) of view presented in each chapter in each book are: _____</p>

<p>See 2, study of social behavior found in anthropology and cultural geography and psychology</p>	<p>At the end of the semester students will create a vision board reflecting their experience of how they have made changes in their life. Students will explore the impact of their personal and community environment and ways to decrease their carbon footprint. Using the theory of EcoPsychology students learn the issues that affect the environment by identifying problems in human psychology and society. Included in the vision board is a culmination of change in how student's culture has impacted their life regarding relationships, nutrition, academic choices, lifestyle, managing stress and the impact of mindfulness in all of the above areas.</p>	<p>page 6-7 in syllabus</p> <p>a) The intention of this assignment is for each student to create a VISION that can be continually referenced and updated throughout this course as well as into the future. Students are to answer and submit the 7 vision board questions. These questions will be short self-assessment questions that will require thought and relate to the topics discussed throughout the course: Environment, Relationships, Communication, Exercise Rest and Recreation, Nutrition, Mindfulness, Passion and Culture Each week students answer vision board questions which are added to the total final Vision Board Power Point.</p> <p>b) Each Vision Board Power Point presentation is to include not only the student's composed answers to the seven (7) VISION BOARD questions, but also include relevant pictures, family/friend photos, images of places, people, and other materials that students feel best represents their complete vision for their goals and future life dreams. The Vision Board will include 20-30 slides.</p> <p>c) Students will then choose five slides that highlight their Vision Board they would like to share with other students in the discussion forums. Students will be asked to review each other's VISION BOARD selected slides as preparation for a final in-class activity by replying to four other student's vision boards.</p>
<p>See 3a, Distinct knowledge base of social and behavioral sciences</p>	<p>The course follows the Humanistic Model of Personal Growth and Theory of Motivation with a focus on self-actualization and moving toward optimal growth potential. The concepts of social interest, an individual's attitude in dealing with other people in the world, nonjudgmental listening and acceptance and becoming a fully</p>	<p>page 4 in syllabus</p> <p>Mindful MAC Journal Entry</p> <p>A mindfulness practice is the key to fully living and experiencing the events in your life. Students explore life in a society that places much emphasis on language and the cognitive process hence; often repressing sensory experiences. In addition, paying attention to " what's happening now without judgment" mindfulness increases our ability to have healthy relationships as our</p>

	<p>functioning person, facilitate students' self-actualization. Through the mindfulness practice students will develop tools to sharpen their ability to pay attention and develop an attitude of non-judgment toward self and others.</p>	<p>ability to communicate effectively is enhanced. Students are given tools to develop a mindfulness practice. 1) Using the MAC guide to reflect upon student's mindfulness experience. 2) Writing journal entries which include personal experiences in daily living. 3) Listening to the Mindfulness CD and Mindful MAC Breathing Meditation teaches students to develop skill toward their personal mindfulness practice</p>
<p>See 4, Illustrates use of social and behavioral science perspectives and data</p>	<p>Each student joins a group and chooses a topic. Each student within the group develops and researchs a "fast facts" page. Students will research "10 evidenced based fast facts" about that topic using peer-reviewed journals and book chapters.</p>	<p>Page 6 in syllabus</p> <ol style="list-style-type: none"> 1) Students sign up for one of 10 topics. 2) Each student within the group chooses a sub-title for the topic. For example, if the student signed up for Relationships, each student in the group will research and write ten facts on a sub-title of their choice: Children and Parental Relationships; College Dating; Older Adult Relationships; Marriage and Relationships. 3) Students will post their facts on blackboard the week of their presentation where all students will be able to read more than 100 facts adding to their interest and library of information, 4) Students present in an inner and out circle offering an interactive dialouge of the students presenting while the larger class listens. Everyone comes together after the presentation to discuss the topics and time for Q and A.

SWU250

Catalog Description

Helps students develop an understanding and behaviors to create a healthy balance in their lives by studying the bio/psycho/social aspects of wellness.

Course Information

Course Number

SWU 250

Course Title

Stress Management Tools

Credits

3 Credit Hours

Pre-requisites

- None

Co-requisites

- None

Faculty

Name: Maria Napoli

Office: UCENT 88H

Phone: (602) 496-0097

E-mail address: Maria.Napoli@asu.edu

Office hours: arranged via e-mail

Course Description

This course aims to expose students to the theory and research behind stress. The course will introduce students to the core elements of maintaining a healthy lifestyle through stress management by incorporating evidence based research on nutrition, mindfulness, communication, positive thinking, exercise, environmental factors contributing to wellness and disease; immune system support, activity management and developing practices that facilitate maintaining living in balance. This course combines experiential class activities, evidenced based readings and research so students can conceptualize and track their quality of health through activities such as monitoring heart rate, and mindfulness practice activities. Professionals with expertise in wellness will participate in class instruction.

Rationale for the Course

The course combines the bio/psycho/social aspects of wellness to fully address stress reduction and stress management. This course is designed to help students reduce and manage stress by developing an understanding of how their behaviors can facilitate healthy balance in their lives. Because all students are confronted with stress how one manages and deals with their stress impact's all areas of their lives. Life stressors can impact one's physical and psychological health negatively, impairing their ability to perform tasks and maintain a high level of quality of life.

Often students' inability to cope with stress leads to an increased risk of failing classes, withdrawing from school, establishing reasonable goals and time lines for school assignments, prioritizing personal and academic life and overall wellbeing and health. Students will have various opportunities to reflect on their own coping skills and be exposed to wellness through a variety of topics covered in both lecture and readings.

Theoretical Frameworks and Course Themes

1. Humanistic Model of Personal Growth and Theory of Motivation

The basis of this model focuses on self-actualization and moving toward optimal growth potential. Four key professionals, Alfred Adler, Carl Jung, Carl Rogers and Abraham Maslow pioneered humanistic psychology. Their research on the process of self-actualizing individuals led to the concepts of social interest, an individual's attitude in dealing with other people in the world, nonjudgmental listening and acceptance, becoming a fully functioning person, and self-actualization. Through the mindfulness practice students will develop tools to sharpen their ability to pay attention and develop an attitude of non-judgment toward self and others.

2. Theory of Multiple Intelligence and Learning Styles

The ten tools of effective learning are: preparing, dealing with fears, taking risks, establishing trust, practicing self-disclosure, being direct, listening, thinking for yourself, avoiding negative self-fulfilling prophecies and practicing outside of the classroom. The safety created in this course offers students various opportunities to have partner experience, group experience and multiple learning activities that will facilitate student learning in a non-threatening manner.

3. Social Interdependence, Experiential Learning and Action Theory

The Social Interdependence Theory, developed by Lewin and expanded upon by Deutsch, state the type of interdependence used in a situation, such as cooperation and competition, will determine how people interact with each other, which will guide the outcome. Through group assignments, students will identify the roles that feel most comfortable for them and those which are challenging. The goal of experiential learning is to impact the learner in several ways: 1) offer students various learning opportunities with multiple mediums of teaching and assignments, and 2) stimulate student attitudes in a positive direction creating an atmosphere that enhances the individual.

4. EcoPsychology

EcoPsychology is the study of the relationship between humans and their environment. Understanding the issues that affect our environment is explored by identifying problems in human psychology and society. EcoPsychology focuses on learning and examining how people can engage with their environment in ways that serve the growth and maintenance of both the planet and human population.

Course Objectives

At the completion of this course, students will be able to:

- Research on relevant and evidence based health literature
- Participate in discussions with leaders in the health community
- Develop a mindfulness practice using tapes, workbook and tools learned in class
- Personal and group critique of readings and class exercises
- Develop healthy relationships through effective communication with self and others.

- Explore environmental factors that impact wellness
- Understand the etiology of nutrition by gaining information on organic foods, diet lifestyle choices such as vegetarianism and food combining, foods that heal and the dangers of nonfoods.
- Explore the benefits of positive thinking theories

Student Competencies

- Understand how stress is manifested through class exercises and readings.
- Understand and develop effective communication skills.
- Develop time-management skills.
- Identify changes and create new strategies to enhance Quality of Life patterns of behavior
- Learn and utilize stress reduction techniques.
- Utilize the basic tenets of mindfulness.
- Develop awareness and strategies of environmental factors that influence lifestyle patterns.
- Understand the immune system.
- Explore the impact of culture on lifestyle habits and behaviors that affect levels of stress.

Key Course Concepts

- Stress reduction Time-management
- Immune power personality Goal setting
- Nutrition Effective communication
- Self-actualization Humor
- Body scan Spirituality
- Rest and relaxation Experiential learning
- Guided imagery Recreation
- Multi-tasking Wellness
- Mindfulness Living in the “zone
- Environment Power of the breath
- Autonomic nervous system Cell development
- Balanced living
- Neurotransmitters

Topical Outline

- Understanding and Evaluating the Impact of Stress
- Developing Quality of Life Strategies
- Understanding the elements of effective communication in relationships
- Explore Passion and Personal Vision in school, work and personal life.

Course Textbook and Materials

Required

- Napoli, M. & Roe, S. (2011). *Life by personal design: Limitless horizons*. Dubuque, IA: Kendall Hunt Publishing Company.
- Napoli, M. (2011). *Tools for mindful living: Stepping-stones for practice and CD*. Dubuque, IA: Kendall Hunt Publishing Company.

- In addition there will be required readings consist of articles selected from professional journals

Method of Instruction & Evaluation

Methods of Instruction

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The course site can be accessed at <http://my.asu.edu> or <http://myasucourses.asu.edu>.

Activities in this course include discussion; textbook and supplemental readings; individual and group activities.

To facilitate the completion of your assignments and activities we will be using the Assignments, and Discussion, and Groups tool within Blackboard. Please familiarize yourself with these tools. You can find instructions on how to use them linked below:

- [Submitting Assignments](#)
- [Using Discussion Boards](#)
- [Work with Groups](#)

Required Courses Assignments

Mindful MAC Journal Entry (3 points for 10 journals) = 30

A mindfulness practice is the key to fully living and experiencing the events in your life. When we are mindful, the simplest experience becomes more meaningful, thus, savoring every moment. We live in a society that places much emphasis on language and the cognitive process hence; we often repress our sensory experiences. In addition, paying attention to “what’s happening now without judgment” increases our ability to have healthy relationships as our ability to communicate effectively is enhanced. Here are your tools to develop a mindfulness practice. Using the MAC guide take time to reflect upon your mindfulness experience. Enjoy the moment!

In writing your journal entries there are many opportunities to include personal experiences in your daily living. Listening to the Mindfulness CD will help you to develop personal mindfulness practice and can be included in your journal experience. You may wish to develop a daily practice and listen to the CD more often.

As part of your Mindful Practice, you will also listen to the Tools for Mindful living CD and watch Mindful MAC Breathing Meditation online video.

This assignment will help you develop the beginnings of your mindfulness practice. Paying attention to your experiences and staying in the moment while quieting the mind can be a challenge. If you mind drifts from the moment, be gentle with yourself without judging your experience, remember, you are beginning, just stay with it.

A template is provided to you to complete and submit for each chapter within the weekly units. The four questions address your Mindful Awareness Reflection Journal, with the fifth question addressing your Mindful Practice.

What’s Good! (2 points x 7) (1 point for post, 1 point for reply to a peers post) = 14

Each week students will post one statement illustrating what they feel is good in their life at the moment. It can reflect anything the student wishes to share, for example, getting assignments in on time, saying something positive to a friend, initiating a self care activity for yourself.

Critical Thinking Workbook Assignment (8 points for 9 submissions) = 72 points

After you read through each of the assigned chapters in *Tools for Mindful Living* and *Life by Personal Design*, you will complete the Critical Thinking Workbook assignment for each book by reflecting upon their thoughts, ideas, and experiences following the completion of the chapter. You will do this by submitting your response using provided questions as your guide.

Critical Thinking Workbook Assignment Format

Discuss your opinions and thoughts as well as what you have learned from reading the chapters and doing the activities in each chapter from *Tools for Mindful Living* and *Life By Personal Design*. Note that you may also include any reading from the referenced articles from both books that you may choose to read.

Below is the format for the Critical Thinking Workbook Assignment you will need to use:

The main purpose of this chapters are: _____

The most important information in these chapters are: _____

The main inferences/conclusions in these chapters are: _____

The key concepts we need to understand in these chapters are: _____

The main point(s) of view presented *in each chapter in each book* are:

Critical Thinking Workbook Discussion = 48 points

After completing the Critical Thinking Workbook Assignment, you will take an opportunity to share your thoughts regarding the readings through discussions on your thoughts, ideas, experiences, and what you have learned. Students will also have the opportunity to reply to two students' journals per week. You will complete one initial discussion post and at least two replies related to the chapter topics from BOTH books. 10 points are possible for each week: 6 points for your initial post and 2 points for your two required replies. Week 5 requires only 1 reply making this discussion worth 8 points.

Use these questions as a guide to submit your Critical Thinking Workbook Discussion posts:

- What was your experience this week?
- What did you notice about your meditation experience this week?
- How I can apply the chapter information and activities in my life?
- What are your thoughts and feedback regarding the information and activities?

Fast Facts/Fast Facts Application (Total of 40 Points)

Using the model of social interdependence and experiential learning students will choose one of the listed topics below:

Relationships	Exercise
Mindfulness	Nutrition
Emotions	Rest, Relaxation & Recreation
Environment	Senses
Stress	Passion & Vision

Format for Fast Fact Presentation

- 1) Students will sign up for one of the above 10 topics. Instructions on how to sign up will be provided in the week that the assignment occurs. There will be 4 students signed up for each topic.
- 2) Each student within the group chooses a sub-title for the topic. For example, if the student signed up for Relationships, each of the 4 students will write up ten facts on a sub-title of their choice: Children and Parental Relationships; College Dating; Older Adult Relationships; Marriage and Relationships.

**Note if there is an uneven number of students in the class, one or two topics may have five students.

Each student in the group will develop and research a “fast facts” page with 10 facts on the topic being presented. Students will research a specific area in their selected topic and list “10 evidenced based fast facts” about that topic using peer-reviewed journals and book chapters. This must be presented as a reply to the topic thread within Fast Facts Discussion Forum. Do NOT attach a document as your reply. Your peers need to be able to see your Fast Facts directly within the discussion forum rather than download and then open attached documents. Your Fast Facts post must be the equivalent of 2 pages (500 Words) in length.

- 3) Each student group will submit their chosen topics and sub-topics for approval from the instructor.
- 4) Students will then collaborate to discuss their chosen topics within the group discussions.
- 5) Each student will post 10 facts related to their topic/sub-topic within the class discussion forum on Fast Facts
- 6) Each student will post five replies to other students topic/10 facts outside of your group’s topics. Base your reply based on having read the entire Fast Facts for the topic.

A grading matrix for this assignment is provided within *Course Information* of the course. This is a team effort and will be graded on how well the team integrates and shares responsibilities in the presentation.

- a) Individual Fast Facts discussion post = 30 points
- b) 5 replies to peer Fast Facts = 10 points (2 points/reply)

Vision Board (Total of 46 Points)

This is a culmination of several shorter assignments conducted throughout the class that are designed to help students clarify their goals, develop a plan toward achieving them, and simultaneously discover their individual

codes of conduct, life observations and passions that will help students successfully overcome current and future stress obstacles.

The intention of this assignment is for each student to create a VISION that can be continually referenced and updated throughout this course as well as into the future. Students are to answer and submit the 7 vision board questions. These questions will be short self-assessment questions that will require thought. They should be submitted as written responses to the question posed.

- a) Vision Board Questions: Each week you will answer vision board questions. Each question will be worth 1 point with the last question worth 2 points and added to your total Vision Board Power Point.
- b) Each Vision Board Power Point presentation is to include not only the student’s composed answers to the seven (7) VISION BOARD questions, but also include relevant pictures, family/friend photos, images of places, people, and other materials that students feel best represents their complete vision for their goals and future life dreams. Your Vision Board is private and shared with the instructor. This is worth 30 points
- c) Students will then choose five slides that highlight their Vision Board they would like to share with other students in the discussion forums. Students will be asked to review each other’s VISION BOARD selected slides as preparation for a final in-class activity by replying to four other student’s vision boards. Each reply is worth 2 points for a possible 8 points. Limit one reply per topic.

A grading matrix for this assignment is provided within *Course Information* of the course.

- a) Answer 7 vision boards questions throughout course = 8 points (1 point/vision first six board responses. The last question in week 4 is worth 2 points)
- b) Vision Board Presentation = 30 points
- c) Replies to student shared Vision Boards = 8 points (2 point/reply)

Summary of Assignments

Activity	Number in Course	Total Course Value
Mindful MAC Journal Entry	10 (1 each chapter)	30
What’s Good!	7 (1 each week)	14
Critical Thinking Workbook Assignment	9 (1 each book/week)	72
Critical Thinking Workbook Discussion	5 (1 each week)	48
Fast Facts	1	40
Vision Board	1	46
Total		250

Grading Policy

Grade	Percentage	Points Range
A	95 % – 100 %	237 – 250
A-	90 % – 94 %	225 – 236
B+	87 % – 89 %	217 – 224
B	83 % – 86 %	207 – 216
B-	80 % – 82 %	200 – 206
C+	77 % – 79 %	192 – 199
C	70 % – 76 %	175 – 191
D	60 % – 69 %	150 – 174
E/F	Below 60%	173 and below

Grading Procedure

The course grade will be based on the assignments and compliance with deadlines and rubric guidelines. Graded assignments will be available within 48 hours of the due date via the Gradebook. You must use APA style in citations and references.

Course Policies

This class requires preparation and involvement. **This being a compressed schedule, it is important that you keep up with the readings and assignments.** We have no exams, but a lot of writing. The clarity of your writing will be criteria in grading all your work. In addition:

- All assignments must be completed to pass the course.
- Assignments dates may be changed. This will be communicated.
- Should you have an emergency and have to miss an assignment, please contact me as soon as possible, preferably within 24 hours afterwards.
- Regular participation is essential to learning.
- You are expected to be prepared to participate in activities and assignments. Plagiarism (using other people's work without including proper citation or credit) is a violation of university policy and will not be tolerated in this class.
- Any work that you do for this class **MUST** be your own. Students are responsible for reviewing and complying with all ASU policies

Communicating With the Instructor

This course uses a policy for student to faculty communications. When questions arise during the course of this class, please remember to check three sources for an answer *before* emailing your instructor:

1. Course Syllabus

2. Announcements in Blackboard
3. The Hallway Conversations discussion board

If you cannot find an answer to your question, please first post your question to the Hallway Conversations Discussion Board (DB). This DB can display your questions and the faculty answers for the benefit of all students.

This policy will help you in potentially identifying answers before we can get back to you and it also helps your instructors from answering similar questions or concerns multiple times. ***Please note that faculty will respond to your emails within 24-48 hours on business days.***

Online Course

This is an online course and therefore there will not be any face-to-face class sessions. All assignments and course interactions will utilize internet technologies.

Computer Requirements

This course requires that you have access to a computer that can access the internet. You will need to have access to, and be able to use, the following hardware and software packages:

1. A web browser (Chrome, Internet Explorer, Mozilla Firefox or Safari)
2. Adobe Acrobat Reader (free)
3. Adobe Flash Player (free)
4. Microphone (build-in or in headset) and speaker – optional
5. Microsoft Word

You are responsible for having a reliable computer and internet connection throughout the course.

Email and Internet

ASU e-mail is an [official means of communication](#) among ASU's students, faculty, and staff. Students are expected to ensure that e-mail is accessed, read, and acted upon in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned e-mail on a regular basis.

All instructor correspondence will be sent to your ASU e-mail account. Forwarded emails to and from your ASU to a personal account is not recommended as often times course related emails are “lost” in cyberspace. ASU faculty will not respond to any e-mail address other than ASU account addressed emails.

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The Blackboard Course Site can be accessed through MyASU at <http://my.asu.edu> or the Blackboard home page at <http://myasucourses.asu.edu>.

Campus Network or Blackboard Outage

When access to Blackboard is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59pm).

To monitor the status of campus networks and services, please visit the [System Health Portal](#).

Attendance/Participation

Preparation for class means reading the assigned content and reviewing all information required for that week. Students hold the responsibility for completing all class content. Class *participation* means knowledge of assignments and pertinent class contributions through course assignments and providing substantive postings on the discussion forums. If students do not participate in online class activities, they will not earn the full amount of points.

Studying and Preparation Time

The course requires you to spend time preparing and completing assignments. A three-credit course requires approximately 135 hours of student work. Please expect to spend approximately 18 hours a week preparing for and actively participating in this course.

Late or Missed Assignments

Please notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be turned in on time. Published assignment due dates (based on the Arizona time zone) are firm. If you need an [accommodation for religious practices](#) or will [miss an assignment due to University-sanctioned activities](#), please follow the appropriate University policies.

Rewrites

Due to the compressed schedule for this class, rewrites are not permitted.

Submitting Assignments

All assignments, unless otherwise announced by the instructor, **MUST** be submitted via Blackboard. Each assignment will have a designated place to submit the assignment. Do not submit an assignment via email.

Drop and Add dates/Withdrawals

This course is 7.5 weeks and may be a foundational part of an on-going sequenced program; therefore, there is [limited opportunity to either drop or add the course](#). Please check with your advisor and notify your instructor/s if you need to add or drop this course.

If you need to drop the course after the drop/add date, you may [receive a W](#). If you have extraordinary medical or personal difficulties that make it impossible to continue the class or complete assignments, you may request a [medical/compassionate withdrawal](#). If you are unable to complete the course and you meet the appropriate standards, you may request a [Grade of Incomplete](#).

Grade Appeals/Grievance Procedure

The University has a policy for [Student Appeal Procedures on Grades](#). If you have a grievance that you believe has not been satisfactorily addressed by discussing the situation with the instructor, you may contact the department chair to seek a resolution.

Student Conduct Statement

ASU expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments and interactions. Students are required to adhere to the behavior standards listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), [ASU Student Academic Integrity Policy](#), and as outlined by the [Office of Student Rights & Responsibilities](#).

[Students are entitled to receive instruction free from interference](#) by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).

Appropriate online behavior is defined by the instructor and includes keeping course discussion messages focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted by the instructor. Students may be notified privately that their posting was inappropriate. If necessary, a student may be [withdrawn for disruptive behavior](#) with a mark of *W* or *E*.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Academic Integrity

ASU expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. Students are expected to adhere to the [ASU Academic Integrity policy](#). Anyone in violation of this policy is subject to sanctions. Please refer to university policies regarding these matters and other courses of action that may be taken.

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), the copyright protection of spoken words rests in common law. Copyright regarding notes or other written or recorded works is statutory.

End of Course and Faculty Evaluations

All students are expected to complete the End of Course Evaluation. The feedback provided by you and others in the class provides valuable information to the instructor and the college and will be used to improve student learning. Students will be notified when the online evaluation forms are available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations.](#)

Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the Disability Resource Center (DRC). The DRC will make every effort to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the Disability Resource Center (DRC) for their campus.

Tempe Campus

<http://www.asu.edu/studentaffairs/ed/drc/>

480-965-1234 (Voice)

480-965-9000 (TTY)

West Campus

<http://www.west.asu.edu/drc/>

University Center Building (UCB), Room 130

602-543-8145 (Voice)

Polytechnic Campus

<http://www.asu.edu/studentaffairs/ed/drc/>

480-727-1165 (Voice)

480-727-1009 (TTY)

Downtown Phoenix Campus and ASU Online

<http://campus.asu.edu/downtown/DRC>

University Center Building, Suite 160

602-496-4321 (Voice)

602-496-0378 (TTY)

Technical Support Contact Information

For technical assistance 24 hours a day, 7 days a week, please contact the University Technology Office Help Desk:

Phone: 480-965-6500

Email: helpdesk@asu.edu

Web: <http://help.asu.edu/>

For information on systems outages see the ASU systems status calendar, please visit <http://syshealth.asu.edu/> and <http://systemstatus.asu.edu/status/calendar.asp>

I. Catalogue Course Description

Exposes students to the research behind stress and improving quality of life through the practice of mindfulness.

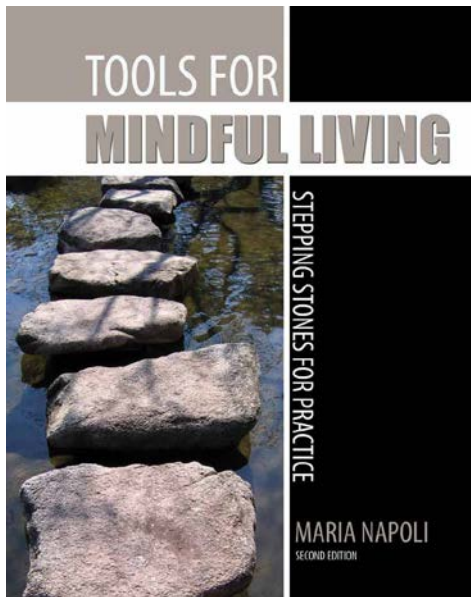
Required Textbook and Readings

Required Text and Readings:

Napoli, M. & Roe, S. (2011). Life by personal design: Limitless horizons. Dubuque, IA: Kendall Hunt Publishing Company.

Napoli, M. (2011). Tools for mindful living: Stepping-stones for practice and CD. Dubuque, IA: Kendall Hunt Publishing Company.

10 peer reviewed journal articles selected from professional journals for the fast fact presentation.



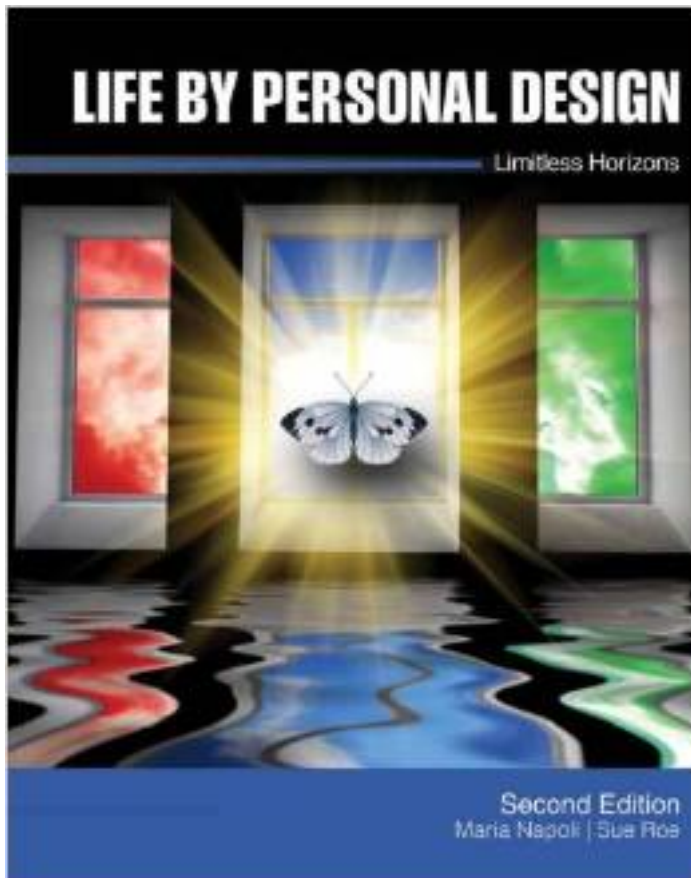
**Tools for Mindful Living: Stepping Stones for Practice
Table of Contents**

PART 1 MINDFULNESS STRAIGHT TALK

1. Be As You Are
2. Becoming Stress-Less
3. MAC Mindfulness Guide

PART 2 DEVELOPING A PRACTICE

4. Are You Breathing?
5. Notice Your Body
6. Stretch Your Body to Your Personal Edge
8. Stay Tuned - Your Senses Are Calling
9. Emotions Run Deep
10. Witness Your Thoughts
11. Mindful Communication



Immerse yourself in “Life by Personal Design: Limitless Horizons” written to bring inquiry, exploration, balance and harmony into your life. Each chapter guides you to create your personal path with focused attention on YOU. Topics you will explore include:

- Magic of Mindfulness
- Becoming Environmentally Aware
- Nourishing your Being
- Strengthening your Body
- Restoring your Balance: rest, Relaxation, and Recreation
- Building Rewarding Relationships
- Discover your Passion
- Setting Intention