



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE August 15, 2016

1. ACADEMIC UNIT: College Of Public Programs, School of Social Work

2. COURSE PROPOSED: SWU 350 Whole Person Health: Mindful Living Across the Lifespan 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Maria Napoli Phone: 602-496-0097
Mail Code: 3920 E-Mail: Maria.Napoli@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. 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. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
Mathematical Studies-MA CS
Humanities, Fine Arts and Design-HU
Social and Behavioral Sciences-SB
Natural Sciences-SQ SG

- Global Awareness-G
Historical Awareness-H
Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED.
(1) Course Description Documentation Attachment #2
(2) Course Syllabus Documentation Attachment #3
(3) Criteria Checklist for the area Documentation Attachment A
(4) Table of Contents from the textbook used, if available Documentation Attachment #4

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

Please see attached submission.

CROSS-LISTED COURSES: [X] No [] Yes; Please identify courses:

Is this a multisection course?: [X] No [] Yes; Is it governed by a common syllabus?

Chair/Director (Print or Type)

Chair/Director (Signature)



Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

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



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

ASU--[SB] CRITERIA					
A SOCIAL AND BEHAVIORAL SCIENCE [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.	See attached		
<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;"> Psychology Social psychology Anthropology </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Psychology Social psychology Anthropology	See attached
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Psychology Social psychology Anthropology				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <li style="text-align: center;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	See attached		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	See attached		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		<ul style="list-style-type: none"> • Courses with primarily fine 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. 			



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ASU--[SB] CRITERIA

- | | | |
|--|--|--|
| | <ul style="list-style-type: none">• Courses emphasizing primarily oral, quantitative, or written skills. | |
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ARIZONA STATE UNIVERSITY

Course Prefix	Number	Title	Designation
SWU	350	Whole Person Health: Mindful Living Across the Lifespan	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 attached		



SWU 350

Whole Person Health: Mindful Living Across the Lifespan

Students encounter a deeper lifetime understanding of managing stress and the impact proper management has on various developmental and experiential periods throughout the lifespan. The course views health that incorporates the creative self as well as the physical and mental aspects that improve quality of life. Moving beyond self-reflection, the student will identify the environmental and social-interactive stimulus and healthful outlets. As one matures along the developmental lifespan attention to spontaneity related to rest, recreation, play combined with interaction with nature is often lost. Students will engage in exploring a more comprehensive connection the the “whole self” thus developing strategies for a more balanced life. The long-term personal and interpersonal ramifications of responding versus reacting to stress will be applied to a lifetime of healthy and mindful living.

In this course, students study an integrative mind-body based approach to changing the way they think and feel about their experiences by applying the Four Step Mindfulness MAC Guide. Through learning the moment-by-moment process of actively and openly observing their physical, mental and emotional experiences without judgment, students successfully engage in Mindful Awareness. Guided meditation helps students interact with their natural surroundings in order to reap the mental, emotional and physical health benefits of mindfulness throughout their lifespan. At the conclusion of this course, students will have the tools necessary to sustain balance by focusing on a “whole personal health” lifestyle to insure optimum success, decreased stress, illness and poor quality of life in our hectic 21st century lifestyle.

Attached materials include a sample course syllabus and the copy of the Table of Contents of the required textbook, Napoli, M. and Peterson, S. (2016). *Whole Person Health: Mindful Living Across the Lifespan and CD*.



Documentation Attachment A: Criteria Checklist for this area

Course prefix	Number	Title	Designation
SWU	350	Whole Person Health: Mindful Living Across the Lifespan	SB

Explain in detail which student activities correspond to the specific designation criteria.

Criteria (from checklist)	How course meets spirit	Detailed evidence and examples
SB – Criteria 1: Advance basic understanding and knowledge about human interaction	As indicated by the course description and objectives SWU 350 is designed to facilitate students’ ability to critique and apply knowledge to understand the person (self) and their environment. The student will also explore, assess and identify ways to find life balance across the lifespan, both personal and social. The student will develop strategies for personal healthful and mindful growth, as well as those for society and professional encounters.	<i>See course description, rationale for the course and course objectives on pages 1-3 of the attached syllabus (Documentation Attachment #2.).</i>
SB – Criteria 2: Emphasize the study of social behavior such as that found in psychology, political science, and sociology	SWU 350 relies upon and integrates theories and methods from the fields of social and health psychology, anthropology, eco-psychology and sociology.	This course references a body of knowledge related to (<i>see attached syllabus and textbook Table of Contents</i>): <ul style="list-style-type: none"> • Development of Mindful Ego (Chapter 2) • Healthy Relationships (Chapter 5) • Connectivity with Nature (Chapter 6) • The Human-Animal Relationship (Chapter 7) • Music Therapy (Chapter 8) • Personal Artistic Talents (Chapter 9)



<p>SB – Criteria 3a: Emphasize distinct knowledge based of social and behavioral sciences</p>	<p>SWU 350 relies upon theories and methods related to 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.</p>	<p>Examples of social science-based theories and concepts covered in the course include:</p> <ul style="list-style-type: none"> • Continuously discovering, appraising and attending to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services (What’s Good Wellness Events, Personal Resolution Pyramid self-reflection assessment). • Creating change through demonstrated knowledge of the psychology of environmental impact as well as personal and social growth/development. • Developing strategies for personal, community and social change and environmental factors that influence unproductive lifestyle patterns. • Demonstrating proactive knowledge and approaches to affect individual and community stress levels. • Integrating lifestyle choices that support personal and interpersonal growth and behavioral modifications.
<p>3b: Emphasize the distinct methods of inquiry of social and behavioral sciences</p>	<p>SWU 350 explores concepts of reflective and proactive stages of life development, exploration of theories and modalities as well as literature review that emphasize both quantitative and qualitative methods to explore various topics.</p>	<p><i>See pages 8 and 9 of attached syllabus (Documentation Attachment #2) for assignment descriptions and expectations.</i></p> <p>The following are the assignments that demonstrate the distinct methods of inquiry into the social and behavioral sciences where students must demonstrate competency:</p>



		<p>Stages of Life Analysis Paper</p> <p>In a minimum of two double-spaced pages, identify two developmental stages that you either:</p> <p>A) Would like to have affected the outcome differently (reflection of past experience)</p> <ul style="list-style-type: none">- Identify each developmental stage.- Analyze the experience.- Discuss how you would modify the experience.- Explain how changed behaviors of environmental factors would affect a difference life experience. <p><i>(Example: During an adolescent stage, you had this particular set of experiences that resulted in this particular event or pattern of behavior. By modifying either that behavior or the environment itself, how could that have changed something that occurred in your early adult years)</i></p> <p>Or</p> <p>B) Plan to proactively engage a mindful approach to behavior modification or life change (future wellness)</p> <ul style="list-style-type: none">- Identify each developmental stage.- Analyze the personal and interpersonal requirements necessary to affect the desired outcome.- Discuss the steps you will take to set this new path into motion for yourself (or others, if applicable). <p><i>(Example: As you enter your early adult years you recognize that diet and exercise can have a personal and lifelong impact. What would that impact be and how would you make it happen)</i></p>
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		<p>Mid-Term Assessment: MISSING LINK DEVELOPMENT PAPER</p> <p>For this assignment students will review and reflect upon an area of their life that they feel is missing or needs more development. In 500-750 words students will:</p> <ul style="list-style-type: none">A) Discuss what area they want to develop.B) How did they arrive at this conclusion?C) What steps will they take to develop this area?D) Review 2-3 peer reviewed articles that address the importance of this area in one's life.E) How will this development impact their lives?F) Reply to four student's Missing Link Paper. <p>Theory/Modality Compare and Contrast Paper</p> <p>Compare and contrast two theories or modalities tied to mindfulness and the relationship to wellness across the lifespan. In a minimum of two double-spaced pages:</p> <ul style="list-style-type: none">- Identify the two theories/modalities and what makes them unique to lifespan wellness.- Articulate how these unique approaches could impact your own personal wellness plan.- Identify whether or not these would be something you could integrate into your own life and how you would do it. <p><i>(Example: As these both relate to wellness across the lifespan, compare and contrast the benefit of animal therapy to teenagers and the impact of a positive living environment for a</i></p>
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		<p><i>teenager. If you had teenagers living with you, would you and how would you integrate either for the benefit of these teenagers and for what benefit)</i></p> <p>Final Assessment: LITERATURE REVIEW</p> <p>The final assignment will be a three-page double-spaced written paper on a topic of your choice related to the chapters in Whole Person Health: Mindfulness Across the Lifespan.</p> <ul style="list-style-type: none">A) Choose a topic you want to learn more about.B) Review the literature as your research 3-4 peer reviewed articles that discuss the topic you have chosen.C) Reflect upon how this information may impact you.D) What have you learned as a result of your findings?
<p>SB – Criteria 4: Illustrate use of social and behavioral science perspective and data</p>	<p>SWU 350 reviews various theories of mindfulness, stress management and healthful nutrition and the methods used to develop and test those theories.</p>	<p>For example, weekly activities that direct one to explore from multiple perspectives lifestyle habits that impair functioning while practicing new methods to increase the ability to self regulate emotions and the effect on feeding behavior.</p> <p>The course is a combination of the study of the science, art and practice of mindful eating and stress management with the focus on increasing self-reported quality of life by exploring the core issues inherent in optimal human emotional, social and behavioral functioning.</p> <p>The “science” and “practice’ components are based on behavioral science perspective and data.</p> <p>Specifically, Mindful Awareness Reflection Journals and Critical Thinking Workbook Discussions. <i>See pages 7 and 8 of the attached syllabus (Documentation Attachment #2.)</i></p>



Documentation Attachment #1: Course Description

Course Description

This course will aid in the development of mindful strategies toward managing stress and the identification, implementation and integration of skills and knowledge for well-being across the lifespan.

Rationale for the Course

Students encounter a deeper lifetime understanding of managing stress and the impact proper management has on various developmental and experiential periods throughout the lifespan. The course views health that incorporates the creative self as well as the physical and mental aspects that improve quality of life. Moving beyond self-reflection, the student will identify the environmental and social-interactive stimulus and healthful outlets. As one matures along the developmental lifespan attention to spontaneity related to rest, recreation, play combined with interaction with nature is often lost. Students will engage in exploring a more comprehensive connection the the “whole self” thus developing strategies for a more balanced life. The long-term personal and interpersonal ramifications of responding versus reacting to stress will be applied to a lifetime of healthy and mindful living.

In this course, students study an integrative mind-body based approach to changing the way they think and feel about their experiences by applying the Four Step Mindfulness MAC Guide. Through learning the moment-by-moment process of actively and openly observing their physical, mental and emotional experiences without judgment, students successfully engage in Mindful Awareness. Guided meditation helps students interact with their natural surroundings in order to reap the mental, emotional and physical health benefits of mindfulness throughout their lifespan. At the conclusion of this course, students will have the tools necessary to sustain balance by focusing on a “whole personal health” lifestyle to insure optimum success, decreased stress, illness and poor quality of life in our hectic 21st century lifestyle.

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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

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- Understand how stress is manifested through class exercises and readings.
- Understand the benefits of quality of life throughout the lifespan
- Understand and develop effective communication skills
- Identify areas of life that need development to ensure balance
- Develop strategies that include core living and inner creativity and passion
- Learn and utilize stress reduction techniques.
- Utilize the basic tenets of mindfulness.
- Explore the benefits of positive thinking theories
- Explore the impact of culture on lifestyle habits and behaviors that impact life balance.

Documentation Attachment #2: Course Syllabus

Course Information

Course Number

SWU 350

Course Title

Whole Person Health: Mindful Living Across the Lifespan

Credits

3 Credit Hours

Pre-requisites

- None

Co-requisites

- None

Faculty

Professor: Steve Peterson, M.Ed., MAIS

E-mail address: spete@asu.edu

Office hours: Arranged via email or Cell Phone: 602.432.8830

Teaching Assistant:

E-mail address:

Office hours: Arranged via email

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1. Humanistic Model of Personal Growth and Theory of Motivation

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Course Objectives

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

- Understand how stress is manifested through class exercises and readings.
- Understand the benefits of quality of life throughout the lifespan
- Understand and develop effective communication skills
- Identify areas of life that need development to ensure balance
- Develop strategies that include core living and inner creativity and passion
- Learn and utilize stress reduction techniques.
- Utilize the basic tenets of mindfulness.
- Explore the benefits of positive thinking theories



- Explore the impact of culture on lifestyle habits and behaviors that impact life balance.

Core Competencies

1. Core Competency EP 2.1.1 Student identifies as a professional social worker and conducts oneself accordingly
Practice behaviors 2a and 2b
 - a. Incorporate mindfulness as it applies to physiological and cognitive development throughout the lifespan.
 - b. Practice personal reflection and demonstrate a commitment to lifelong learning through weekly journal reflections, implementation of key concepts from peer-reviewed supplemental readings, and demonstration of interpersonal resolution through mid-term and final assessment.
2. Core Competency EP 2.1.3 – Apply critical thinking to inform and communicate professional judgments
 - a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
 - b. Demonstrate effective oral and written communication in assignments and classroom discussions (critical thinking chapter journals, reflective journal entries, written paper analyses).

Practice behaviors 2a and 2b

- a. Complete a comprehensive synthesis of the literature associated with a specific topic and sub-topic related Whole Person Health Across the Lifespan (chapter critical thinking assignments, weekly reflective journals, written paper submissions, mid-term and final assessments).
 - b. Thoughtful, clear and concise responses to end-of-chapter critical thinking assessment and inclusive activities.
3. Core Competency EP 2.1.9 - Respond to contexts that shape practice
 - a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. (What's Good Wellness Events, Personal Resolution Pyramid self-reflection assessment).

Practice behaviors 2a, b, c, d

- a. Creating change through demonstrated knowledge of the psychology of environmental impact as well as personal and social growth/development.



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- b. Develop strategies for personal, community and social change and environmental factors that influence unproductive lifestyle patterns. Demonstrate proactive knowledge and approaches to affect future lifestyle patterns.
 - c. Explore the impact of culture on personal lifestyle habits and behaviors that affect individual and community stress levels.
 - d. Integrate lifestyle choices that support personal and interpersonal growth and behavior modifications.
4. Core Competency EP 2.1.7 - Apply knowledge of human behavior and the social environment (Be the Solution, Personal Resolution Pyramid)
- a. Critique and apply knowledge to understand person and environment.

Practice behavior 2a and 2b

- a. Exploring, assessing and rectifying stress patterns across the lifespan, both personal and social.
- b. Develop strategies for personal healthful and mindful growth, as well as those for society and professional encounters.

Course Units

1. Living Mindfully Beginning with Day One
2. Developing a Mindful Ego: The Power of Emotional Intelligence
3. The Positive Effects of Exercise Across the Lifespan
4. The Healing Power of Play, Laughter and Humor
5. The Healing Aspects of Healthy Relationships Across the Lifespan
6. The Benefits of Connecting with Nature
7. The Benefits of the Human-Animal Relationship
8. The Impact of Music Across the Lifespan
9. The Artist Within
10. The Joy of Simplicity: High on Happiness, Low on Cost

Key Course Concepts

- Emotional Intelligence
- Exercise
- Nutrition
- Parasympathetic Nervous System
- Relaxation
- Nature
- Interpersonal Relationships
- Intrapersonal Relationships

- Artist voice
- Mindful Communication
- Music and health
- Human-Animal Relationships
- Healing
- Proactive Healthful Habits
- Laughter
- Humor as a Healer

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
- Comparison and Contrasting evidenced-based and peer-reviewed resources

Course Textbook and Materials

Required

- Napoli, M. & Peterson, S. (2016). *Whole Person Health: Mindful Living Across The Lifespan*. Dubuque, IA: Kendall Hunt Publishing Company.



- In addition there will be required readings consisting 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 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](#)



Required Course Assignments:

Mindful Awareness Reflection Journal Entry = 2 points per Journal Entry (10 Entries – 20 points Total)

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. We live in a society that places emphasis on language and the cognitive process (over thinking!), so 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 improved. This is your chance to practice developing a mindfulness practice by using the MAC guide—A template is provided to you to complete and submit for each chapter within the weekly units. The template is located in the weekly units, as well as under Course Information>Assignment Examples and Templates.

In writing your journal entries, there are many opportunities to include personal experiences about your daily living. The purpose of this assignment is for you to reflect on any mindful experience you have after reading the chapters for the week, listening to the CD or the meditation video, or any experience you have during the week where you felt you were mindful. For example:

1. Acknowledge (describe the experience just as it is without internal or external filters).

2. Intentional Attention (describe what each of your senses were experiencing during that moment).

3. Accept Without Judgment (write about how you were or were not able to be present in that experience without judging or having expectations)

4. Willing Choose (write about how you responded to your experience; what you learned as a result of this experience and how this experience made you more aware for the future).

5. Mindful Meditation Experience (Mindful Practice) write about your thoughts, feelings, and experiences you had during or after your meditation experience.

Of course, this just an example and your journal could be about anything you want. Each of us is different so we will all have unique experiences and interpret the readings/materials in various ways. There is no right or wrong answer with this assignment. It is meant for you to practice learning mindfulness as part of your daily routine. As long as I can tell you are reading the course materials and are somehow relating it to what is happening in your daily life, what you decide to reflect on is up to you. It is your journal for personal growth and reflection! It is also kept private between student and instructor.

Please put forth effort with this assignment. I will be closely reading each and every one of them. One sentence answers really are not going to cut it! Since this is your own personal experience, it should not be difficult to write a short paragraph or at least several sentences for each section of

the journal. You actually might find it fun, helpful, and even stress relieving for you to jot down your thoughts and experiences as they come up in your journals. Do not over think it! 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 your mind drifts from the moment, be patient with yourself without judging your experience. Remember, you are just beginning and practicing so stay with it! Please see the examples posted in Blackboard under Course Information.

Critical Thinking Workbook Discussion = 3 points per discussion (10 Journal Entries - 30 Points Total)

After you read through each of the assigned chapters in the text, you will complete the Critical Thinking Workbook discussion by reflecting upon your thoughts, ideas, experiences, as well as what you have learned following the completion of the chapters/activities. You will do this by posting your initial response using the provided questions in the template below as your guide. Your initial post should be at least 350 – 500 words. Please see the example posted in Blackboard under Course Information>Assignment Examples and Templates

Critical Thinking Workbook Template:

- The most important information/key concepts we need to understand from these chapters are:
- How can I use the information in the chapters to help me with my daily mindfulness practice?
- In what ways will the material learned in these chapters help me manage my stress more effectively?
- What are your thoughts and feedback regarding the information and activities for each chapter?

After completing your initial post, you must reply to TWO of your classmate's entries each week. Each response should be at the very least a paragraph in length (3-4 sentences). Be thoughtful in your responses and avoid simple replies like "Well done," or "Good job." Discussions are meant to be conversations. "Well done" as your message in your reply does not constitute a conversation! You can comment on their evaluation of the reading (keep it positive/constructive), comment on how it applies to you personally or professionally or respond to some other aspect of their post that resonates with you.

Stages of Life Analysis Paper = 5 points

In a minimum of two double-spaced pages, identify two developmental stages that you either:

- C) Would like to have affected the outcome differently (reflection of past experience)
 - Identify each developmental stage.
 - Analyze the experience.
 - Discuss how you would modify the experience.
 - Explain how changed behaviors of environmental factors would affect a difference life experience.

(Example: During an adolescent stage, you had this particular set of experiences that resulted in this particular event or pattern of behavior. By modifying either that behavior or the

environment itself, how could that have changed something that occurred in your early adult years)

Or

- D) Plan to proactively engage a mindful approach to behavior modification or life change (future wellness)
- Identify each developmental stage.
 - Analyze the personal and interpersonal requirements necessary to affect the desired outcome.
 - Discuss the steps you will take to set this new path into motion for yourself (or others, if applicable).

(Example: As you enter your early adult years you recognize that diet and exercise can have a personal and lifelong impact. What would that impact be and how would you make it happen)

Mid-Term Assessment: MISSING LINK DEVELOPMENT PAPER = 15 points

For this assignment students will review and reflect upon an area of their life that they feel is missing or needs more development.

In 500-750 words students will:

- G) Discuss what area they want to develop.
- H) How did they arrive at this conclusion?
- I) What steps will they take to develop this area?
- J) Review 2-3 peer reviewed articles that address the importance of this area in one's life.
- K) How will this development impact their lives?
- L) Reply to four student's Missing Link Paper.

Theory/Modality Compare and Contrast Paper = 10 points

Compare and contrast two theories or modalities tied to mindfulness and the relationship to wellness across the lifespan. In a minimum of two double-spaced pages:

- Identify the two theories/modalities and what makes them unique to lifespan wellness.
- Articulate how these unique approaches could impact your own personal wellness plan.
- Identify whether or not these would be something you could integrate into your own life and how you would do it.

(Example: As these both relate to wellness across the lifespan, compare and contrast the benefit of animal therapy to teenagers and the impact of a positive living environment for a teenager. If

you had teenagers living with you, would you and how would you integrate either for the benefit of these teenagers and for what benefit)

Final Assessment: LITERATURE REVIEW = 20 points

The final assignment will be a three-page double-spaced written paper on a topic of your choice related to the chapters in Whole Person Health: Mindfulness Across the Lifespan.

- E) Choose a topic you want to learn more about.
- F) Review the literature as your research 3-4 peer reviewed articles that discuss the topic you have chosen.
- G) Reflect upon how this information may impact you.
- H) What have you learned as a result of your findings?

Opportunity for Extra Credit: End of Chapter Questions = 10 potential points (2 points per chapter up to five chapters)

Complete up to five (5) End of Chapter sets of questions. Up to 2 points per set questions per chapter. Up to five (5) chapters allowable for a maximum of ten (10) extra credit points.

Summary of Assignments

Activity	Total Course Value
Mindful (MAC) Awareness Reflection Journal	20
Critical Thinking Workbook Discussion	30
Stages of Life Analysis Paper	5
Mid-Term Assessment – Missing Link Development Paper	15
Theory/Modality Compare and Contrast Paper	10
Final Assessment – Literature Review	20
Total	100

Grading Policy

Grade	Percentage	Points Range
A	95 % – 100 %	95 – 100
A-	90 % – 94 %	90 – 94
B+	87 % – 89 %	87 – 89
B	83 % – 86 %	83 – 86
B-	80 % – 82 %	80 – 82
C+	77 % – 79 %	77 – 79
C	70 % – 76 %	70– 76
D	60 % – 69 %	60 – 69
E/F	Below 60%	59 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:

- Assignment 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 students 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

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 Assignment Policy

Assignment Policies: In fairness to all students, assignment due dates are firm. All assignments must be turned in to Blackboard by 11:59 pm on the day that they are due to receive full credit.

If an assignment is received after the due date it will be awarded half credit up until 2 weeks before the end of the semester—after this period, assignments will receive NO credit.

Because the nature of this course is designed to help you manage stress and not cause it, we allow students to submit assignments for half credit past the due date. However, the line must be drawn somewhere. Please do not abuse this rare privilege!

If all assignments are not submitted before 2 weeks prior to the end of the semester (April 15th), they will be entered as a ZERO and NO exception will be made after this point (without written documentation). It is your responsibility to stay updated on your grades as well as what assignments you have submitted and have not.

Do not delay your submission until the last minute, as we do not consider technology failures adequate excuses for late submission. It is wise to take a screen shot of your submission in case of a technology failure or some other issue, as well as for your own records that you have completed the assignment. If you do encounter a technology issue, please email your assignment, and we will accept the time stamp on the email as the submission time. (This means that you should have back-up copies of your paper on more than just your computer. We recommend a flash drive and/or Drop box). Individual extensions for rare, extenuating circumstances may be granted, so please speak to your instructor ahead of the due date if you foresee a need for additional time on your work.

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.

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.

Student Discretion:

Please take into consideration that this class is both didactic and experiential where self exploration will be part of the weekly activities. Some of the course content (readings, media clips, classroom discussion) may contain content considered to be sensitive and could stimulate negative emotional responses in you because of prior adverse life experiences (sexual abuse, combat or other traumatic events). If you are not comfortable with any of these activities or you find yourself experiencing adverse reactions to the content, you need to make an appointment with me to discuss your concerns immediately or seek out the guidance of a licensed mental health professional.

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)

Polytechnic Campus

<http://www.asu.edu/studentaffairs/ed/drc/>
480-727-1165 (Voice)



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480-965-9000 (TTY)

West Campus

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

University Center Building (UCB), Room 130
602-543-8145 (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>



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Documentation Attachment #5: Weekly Assignments and Discussion Questions

Assignment 1: Mindful Awareness Reflection Journal Entry (Chapters 1 and 2)



In writing your journal entries, there are many opportunities to include personal experiences about your daily living. The purpose of this assignment is for you to reflect on any mindful experience you have after reading the chapters for the week, listening to the CD or the meditation video, or any experience you have during the week where you felt you were mindful. For example:

- 1. Acknowledge** (describe the experience just as it is without internal or external filters).
- 2. Intentional Attention** (describe what each of your senses were experiencing during that moment).
- 3. Accept Without Judgment** (write about how you were or were not able to be present in that experience without judging or having expectations)
- 4. Willing Choose** (write about how you responded to your experience; what you learned as a result of this experience and how this experience made you more aware for the future).
- 5. Mindful Meditation Experience (Mindful Practice)** write about your thoughts, feelings, and experiences you had during or after your meditation experience.

Please use the above template to write about any experience you want to. Each of us is different so we will all have unique experiences and interpret the readings/materials in various ways. There is no right or wrong answer with this assignment. It is meant for you to practice learning mindfulness as part of your daily routine. As long as I can tell you are reading the course materials and are somehow relating it to what is happening in your daily life, what you decide to reflect on is up to you. It is your journal for personal growth and reflection! It is also kept private between student and instructor.

Please put forth effort with this assignment. I will be closely reading each and every one of them. One sentence answers really are not going to cut it! Since this is your own personal experience, it should not be difficult to write a short paragraph or at least several sentences for each section of the journal. You actually might find it fun, helpful, and even stress relieving for you to jot down your thoughts and experiences as they come up in your journals. Do not over think it!

Remember to write **one journal entry for each chapter**.

Note. See the Assignment/Discussion Rubric section (left navigation menu) for the full grading criteria.

Discussion 1: Critical Thinking Workbook Discussion



In this activity, you will reflect on the assigned readings and your thoughts, ideas, experiences, as well as what you have learned following the completion of the chapters/activities.

After reading through the assigned chapters in the text, use the Critical Thinking Workbook Template below to reflect upon your thoughts, ideas, experiences, as well as what you have learned following the completion of the chapters/activities.

Your initial post must contain 350 to 500 words.

After posting your initial response, reply to at least TWO of your classmates' entries. Use the following guidelines for your responses.

- Each response should be at the very least a paragraph in length (3-4 sentences).
- Be thoughtful in your responses and avoid simple replies like "Well done," or "Good job." Discussions are meant to be conversations. "Well done" as your message in your reply does not constitute a conversation!
- You can comment on their evaluation of the reading (keep it positive/constructive), comment on how it applies to you personally or professionally or respond to some other aspect of their post that resonates with you.

Critical Thinking Workbook Template

- The most important information/key concepts we need to understand from these chapters are:
- How can I use the information in the chapters to help me with my daily mindfulness practice?
- In what ways will the material learned in these chapters help me develop whole person health strategies?
- What are your thoughts and feedback regarding the information and activities for each chapter?

Note. See the Assignment/Discussion Rubric section (left navigation menu) for the full grading criteria.