

General Studies Request Form

Consult the [General Studies Request Overview and FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being reviewed by the Senate.

Proposal Contact Information

Submitter Name	Submitter Email	Submitter Phone Number
Zachary Reeves-Blurton	zblurton@asu.edu	623-340-0706

College/School	Department/School
Edson College of Nursing and Health Innovation (CNU)	Edson College of Nursing and Health Innovation (CNU)

Submission Information

Type of submission:

New Request (Course or topic does not hold this designation)

Requested Effective Date

Spring 2024

ASU Request

Is this request for a permanent course or a topic?

Topic

Subject Code	Course Number	Units/Credit Hours
HCR	294	3

Topic Information

If your request is approved:

1. Topics on **omnibus courses** only carry designations for three consecutive semesters (excluding summer), *whether or not they are scheduled*. Once expired, a new request must be submitted.
2. Topics on **permanent courses** require mandatory review every five years.

Topic Title

Foundations of Mindfulness and Resilience: Science and Practice

Topic Description

This course introduces students to the practice of mindfulness as a means of developing greater resilience to challenges in life, school and the workplace; managing stress, creating stronger relationships; for overall mental health and well-being; and as a means of gaining insight into human social behavior. Based in the science and practices of mindfulness-based stress reduction, this course provides an introduction to the principles, practices, benefits, and applications of secular mindfulness.

If this topic exists on any other courses and the sections will be combined in the schedule, please list those courses here.

General Studies

Requested Designation

SB - Social-Behavioral Sciences

SB: Social-Behavioral Sciences

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]

Note: The following types of courses are **excluded** from the "SB" area, even though they might give some consideration social and behavioral science concerns:

1. Courses with primarily arts, humanities, literary or philosophical content.
2. Courses with primarily natural or physical science content.
3. Courses with predominantly applied orientation for professional skills or training purposes.
4. Courses emphasizing primarily oral, quantitative, or written skills.

An "SB" course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

Course is designed to advance basic understanding and knowledge about human interaction.

Identify the submitted documentation that provides evidence.

Syllabus: HCR 294: Foundations of Mindfulness and Resilience - Science and Practice

How does this course meet the spirit of this criteria?

Mindfulness study allows the close and considered examination of individual emotion as a means of understanding (and modifying) human behavior for an array of outcomes, including broader and stronger social connections. Mindfulness-based stress reduction (MBSR) is recognized as an effective tool with implications in organizational leadership, interpersonal relationship management, conflict resolution and emotional regulation, while cognitive behavioral therapy (CBT) is employed as a form of treatment with demonstrated effectiveness for a range of interaction-limiting conditions including depression and anxiety, interpersonal problems, and addiction disorders. With their emphasis on inquiry and interrogation of emotion and motive, mindfulness-based practices have been used to help mitigate (1) individual complex health-affecting issues such as loneliness and social anxiety and broader systemic societal ailments such as compassion fatigue, political strife, and social justice/inequity. This course teaches mindfulness principles and practices for the pursuit of personal goals (stress reduction, emotional regulation and resilience, improved mental focus) for the purpose of creating more equitable, empathetic, and cooperative communities defined by a common human experience. In doing so, it interrogates human behaviors and their root causes. This course fits the spirit of this criteria because individuals with a higher degree of mental and emotional health and resilience have stronger interpersonal relationships and community responsibility, are less judgmental of others, and are more readily able to see past personal differences for communal good.

This course advances basic understanding and knowledge about human interaction by exploring individual behavior and the connection between individual and society. The core endeavor of this course is behavioral analysis. Specifically, the course explores:

- the study of mindfulness (the cultivated, intentional attendance to the present conditions of our lives);
- the history of its practice, from its roots in Eastern spirituality and philosophy to its current role as a foundational principle for pain and stress management, behavioral therapy, and emotional regulation;
- evidence-based benefits of mindfulness practice, based in case studies and research out of health care, neuroscience and cognitive and behavioral psychology;
- the relationships between the human stress response (neurochemical processes), individual attitude, behavior and the ways in which mindfulness training can shift our emotional responses to stimuli and thus our attitudes, behaviors, communication and relationships to both ourselves and others in society;
- the historic and contemporary role of contemplative practice in forming and maintaining social codes and conduct.

Provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

See syllabus, General Topic Schedule, pp. 2-6:

Over the semester, students will study the philosophical principles of mindfulness (including its applications in mindfulness-based stress reduction, cognitive behavioral therapy and positive psychology, and social-emotional learning). The course will emphasize applied practice. Students will note, reflect on, and write extensively about cognitive, emotional and behavioral pattern changes they observe in themselves and others as they consistently explore mindfulness-based stress reduction techniques as a means of gaining greater understanding of the fundamental motivations of human behavior. Assigned readings, lessons, and reflection prompts will encourage students to reflect on the ways individual behavior connects to interpersonal relationship-building, connection to community, conflict resolution, and sociocultural trends.

As seen in the submitted document 'Mindfulness Program - Description and SLOs', HCR 294 has six student learning outcomes. The following are most relevant to the SB criteria:

This course has lessons and assessments aligned to six student learning outcomes (SLOs). The following are relevant to advancing a basic understanding and knowledge of human interaction:

SLO #5: Students will describe how mindfulness training can help them in their own lives and careers.

Learners will be able to:

- identify and discuss the benefits of mindfulness, both at individual and systemic levels (week 2)
- recognize and identify their stressors and stress responses (week 2)
- connect attitudinal foundations to real-life situations, with an emphasis on these attitudes as the building blocks of more equitable, civil communities and societies (week 3)
- recognize connections between mindfulness, self-compassion, and compassion for others (week 6)
- recognize how and why judgment and criticism inform our inner narratives (week 6)
- describe connections between mindfulness and greater productivity, workplace or social environments, and ability to work with and lead others (week 7)
- reflect on the changes mindfulness training has brought within their own lives (week 7)

Assignments aligned with this learning objective include experiential learning (daily practice of meditation and mindfulness techniques) and reflection (daily mindfulness journal entries and four reflection papers).

SLOW #6: Students will identify the connections between mindfulness, stress, resilience, connection and sense of belonging.

Learners will be able to:

- Describe connections between worry, rumination, anxiety, dwelling on the past or future, and stress, and the ways in which these factors stifle social cohesion and foster strife and conflict (week 4)
- define resilience and identify moments of resilience within their lives (week 5)
- reflect on the changes mindfulness training has brought within their own lives (week 7)

Assignments aligned with this learning objective include participation in weekly discussion boards. In these assignments, students will be asked to critically evaluate articles and thought pieces on the benefits of mindfulness (week 2) or assess the behavioral or motivational impacts they've observed in their mindfulness practice. In correlating their experiences and behavioral/motivational change, students will draw on and cite current scholarship on the efficacy of mindfulness-based interventions.

For more detail, refer to the general topic schedule of course syllabus (pp. 2-6).

"SB" Criteria 2

Course content emphasizes the study of social behavior such as that found in:

Anthropology

History

Identify the submitted documentation that provides evidence.

Syllabus: HCR 294: Foundations of Mindfulness and Resilience - Science and Practice

How does this course meet the spirit of this criteria?

This course meets the spirit of the criteria (emphasizing the study of social behavior) in several ways. First, in the vein of cultural anthropology, it provides an in-depth examination of the historical spiritual and philosophical roots of mindfulness and its centrality to Asian culture and social order. Secondly, it traces the cultural and societal landscapes (including an interrogation of self-help culture, holistic wellness, and the rise in awareness and de-stigmatization of mental health) that contributed to the widespread adoption of meditation and mindfulness practice in Western society and healthcare. Finally, a major thematic thread throughout the course is the applicability of mindfulness training in fostering prosocial behaviors and strengthening both individual and community resilience in an uncertain world amidst the stressors of broad societal challenges.

Provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

See syllabus, General Topic Schedule, pp. 2-6:

The following course SLOs are relevant to emphasizing the study of social behavior, and align with the pedagogical methods of inquiry associated with history and psychology:

SLO #1: Students will be able to define the history and philosophical tenets underpinning both spiritual and secular mindfulness practice.

Learners will be able to:

identify the roots of historical and modern mindfulness (week 1)

understand the similarities and differences between philosophical, religious, and secular mindfulness traditions, their origins and histories (week 1)

identify the nine attitudinal foundations of mindfulness and their roles in creating and maintaining the social bonds of our communities (week 2)

describe the connection between beginner's mind, non-judgment and patience and attainment of a more mindful perspective and practice in navigating conflict and difference (week 4)

recognize connections between trust, acceptance, non-striving letting go, and greater resilience to adversity and challenge (week 5)

Assignments aligned with this learning objective include a reflection paper exploring mindful practices within a student's chosen cultural context (week 2), a discussion board post in response to a contemporary critique of mindfulness and its core philosophical principles (week 2), readings on the ancient and contemporary cultural practices of forest bathing (week 4), and videos on mindfulness, connection, resilience, and the human condition (week 7).

Lessons include an examination of mindfulness practice through history, including cultural, religious and societal contexts (weeks 1 and 2), the history of mindfulness as a tool in modern health care, psychology and education (week 2), the attitudinal foundations of mindfulness and their applicability in modern societal context (weeks 3-6), the connections between mindful practice and leadership, relationship development, and prosocial behavior (week 6), the search for 'meaning' and 'happiness' in the modern world (week 6), the role and importance of resilience in mitigating grief and overwhelm light of global geopolitical issues and challenges (week 6) and the 'ripple effect' of mindfulness and the transformative power of empathy, gratitude, and altruism in creating a more just society (week 7).

"SB" Criteria 3

Course emphasizes:

a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological)

Identify the submitted documentation that provides evidence.

Syllabus: HCR 294: Foundations of Mindfulness and Resilience - Science and Practice

How does this course meet the spirit of this criteria?

The core focus of this course is in alignment with the distinct knowledge base of the social and behavioral sciences in that students will seek to understand the conduct, behaviors and motivations of human beings (on both personal and societal levels), particularly in relation to socially-created stressors (loneliness, interpersonal relationship dynamics, workplace and geopolitical stressors). This course emphasizes the methods of inquiry common within both psychology and health care: observation, experimental/experiential learning, and correlation. Students will examine and evaluate both case studies and health outcomes research studies in which structured, designed mindfulness interventions are assessed and correlated to health outcomes including mental acuity, emotional health, behavioral patterns, and community wellness.

Western mindfulness research and practice has its roots in healthcare (mindfulness-based stress reduction, a meditation-based stress reduction therapy) and psychology (cognitive behavioral therapy, a form of structured, goal-oriented psychotherapy based around the learning and unlearning of behaviors). These evidence-based practices with 40+ years of clinical research behind them form the core pedagogical approach of this course.

Our approach follows the methods of inquiry common to these disciplines and has a focus on experiential learning, observation, the analysis of case studies, and self-assessment.

Provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

See syllabus, General Topic Schedule, pp. 2-6:

The following course SLOs are relevant to emphasizing the distinct knowledge base of the social and behavioral sciences and/or the distinct methods of inquiry of the social and behavioral sciences:

SLO #2: Students will recognize how theory and research support the benefits of mindfulness practice.

Learners will be able to:

explain how mindfulness practice affects the central nervous system (stress response) or the brain's neurochemical pathways (hormone release) (week 2)

describe connections between worry, rumination, anxiety, dwelling on the past or future, and stress (week 4)

define resilience and identify moments of resilience within their lives (week 5)

explain connections between self-compassion and both individual and community resilience (week 6)

recognize connections between mindfulness, self-compassion and compassion for others and the potential for increased social bonding and cohesion (week 6)

explain the concept of fear as a stressor and a driving factor in human behavior and conflict both at the individual and systemic levels (week 6)

describe connections between mindfulness and improved relationships, greater connection, and greater empathy and compassion for others (week 7)

describe connections between mindfulness and greater productivity, workplace or social environments, and ability to work with and lead others (week 7)

Assignments aligned with this learning objective include weekly discussion board contributions in which students will synthesize and cite scholarly research on the efficacy of mindfulness and its benefits in support of their perspectives, observations, or arguments.

Lessons include an examination of the neuroanatomy of the human brain and central nervous system (week 2), neurochemistry of mindfulness and stress, (week 2), and the evolutionary basis of the human stress response, instinct, and reason (week 2). Students will also examine the psychology of resilience (week 5) the role of neurotransmitters and neurochemistry and their connection to compassion, gratitude, and prosocial behaviors (week 6) and the science of mindfulness practice and its connection to creativity, innovation, problem-solving skills, mental focus and productivity, as well as socio-cultural implications (week 7).

SLO #4: Students will apply an informed mindfulness practice of their own.

Learners will be able to:

reflect on their learning needs and motivations in taking this course (week 1)

practice exercises to reinforce the attitudinal foundations and mindsets of beginner's mind, non-judgment and patience (week 4)

practice exercises to reinforce the attitudinal foundations and mindsets of trust, acceptance, non-striving and letting go (week 5)

practice mindfulness-based strategies for dealing with self-judgment or the 'inner critic' (week 6)

build the knowledge and skills to continue their mindfulness practices (week 7)

Assignments and lessons aligned with this learning objective include weekly mindfulness practices (breathing exercises, mindful movement, sensing exercises, meditations) tailored toward the week's lesson themes. For instance, in week three the body scan meditation is introduced as a means of discerning and strengthening the mind-body connection; as students study perspective and beginner's mind in week four, they will practice exercises around the five senses; in week five as they examine the theme of 'letting go' of stressors, they will practice visualization exercises designed for that purpose.

In addition to experiential learning, students will reflect daily in their mindfulness journals on any insights, questions, frustrations, or other observations of their growing practice. By week seven, students will have gained both the direct experience of practice and learned and assessed the science behind the practices and will be able to 'self-prescribe' a routine in alignment with their own ongoing goals (stress reduction, emotional regulation, mental focus, etc.). Self-administered pre- and post-assessments using fully validated research tools will allow students to measure changes in mindfulness, resilience, connection, emotional regulation, or other benchmarks over the course of their practice, demonstrating the efficacy of their training.

SLO #5: Students will describe how mindfulness training can help them in their own lives and careers.

Learners will be able to:

identify and discuss the benefits of mindfulness (week 2)

recognize and identify their stressors and stress responses (week 2)

connect attitudinal foundations to real-life situations (week 3)

explain connections between self-compassion and resilience (week 6)

recognize how and why self-judgment and criticism inform their own inner narratives (week 6)

identify times when narratives are harmful or non-productive (week 6)

describe connections between mindfulness and improved relationships, greater connection, and greater empathy and compassion for others (week 7)

describe connections between mindfulness and greater productivity, workplace or social environments, and ability to work with and lead others (week 7)

build the knowledge and skills to continue their mindfulness practices (week 7)

reflect on the changes mindfulness training has brought within their own lives (week 7)

Assignments aligned with this learning objective include development of semester-long personal mindfulness goals in the first week of class. Students will reflect on their personal development goals and how mindfulness training might help them attain these goals. A reflection paper due in week two in which students reflect on the results of their initial mindfulness/stress diagnostic self-assessment will allow students to pinpoint areas of challenge or goals. Over the semester, students will be introduced to an array of practices and techniques based in mindfulness-based stress reduction methodologies, observing and recording their practice and perceived progress in their daily practice + mindfulness journals. Discussion board assignments throughout the semester will provide students a place to share and compare notes on their experiences, insights, goals and articles or research they've come across in their work. Four thought exercise assignments will provide additional opportunity for students to synthesize and connect the attitudinal foundations of mindfulness to their personal application and goals.

Lessons aligned with this learning objective include presentations/recorded lectures and supplemental articles, videos, and readings that contextualize mindfulness practice and techniques 'in situ', beginning in weeks one and two with a comprehensive review of the research literature on mindfulness and its benefits in stress reduction, emotional regulation, mental discipline, and overall well-being. In the first two-thirds of the course, lessons will connect benefits of mindfulness training: mitigation of the human stress response (week 2), facilitation of mind-body connection (week 3), ability to attend to the present (week 4), ability to accept life's challenges for what they are (week 5). In the final weeks, lessons will revisit mindfulness in context of personal wellness goals (mindfulness and the self, week 7) and applications of mindfulness practice that benefits relationships and broader interactions (mindfulness and others, week 7).

"SB" Criteria 4

Course illustrates use of social and behavioral science perspectives and data.

Identify the submitted documentation that provides evidence.

Syllabus: HCR 294: Foundations of Mindfulness and Resilience - Science and Practice

How does this course meet the spirit of this criteria?

This course uses social and behavioral science frameworks to examine the relationships between stress and health (stress as a behavioral response, behavioral determinants of health, sociological perspectives on health/wellness), mindfulness (as defined as a set of behaviors, practices, and mindsets) and resilience.

Students will examine the physiological basis of the human stress response and its effects on our emotional, mental, physical and behavioral well-being and consider sociological implications of emotional and mental health.

Provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

The following course SLOs are relevant to illustrating use of social and behavioral science perspectives and data:

SLO #1: Students will define the history and philosophical tenets underpinning both spiritual and secular mindfulness practice.

Learners will be able to:

identify the roots of historical and modern mindfulness (week 1)

understand the similarities and differences between philosophical, religious, and secular mindfulness traditions, their origins and histories, and the role of contemplative practice in fostering and maintaining social order and cohesion (week 1)

identify the nine attitudinal foundations of mindfulness (week 2)

describe the connection between beginner's mind, non-judgment and patience and attainment of a more mindful perspective and practice in navigating conflict and difference (week 4)

recognize connections between trust, acceptance, non-striving letting go, and greater resilience to adversity and challenge (week 5)

Assignments aligned with this learning objective include reflection papers, discussion boards, and thought exercises in which students consider their own behaviors and thought patterns: their relationships with particular behaviors or attitudes (reflection paper, week 3), how they embody mindful practice through behaviors (discussion board, week 3), ingrained behaviors and habits (discussion board, week 4), and self-narratives (reflection paper, week 6). Students will also consider specific attitudinal foundations and philosophies adjacent to mindfulness practice (discussion board, weeks 5 and 6, thought exercise, week 6).

Lessons aligned with this learning objective include an in-depth examination of the attitudinal foundations (attitudes and behaviors) of mindfulness: beginner's mind/perspective, non-judgment and patience (week four); trust, acceptance, non-striving, letting go (week five); compassion, self-compassion and gratitude (week six). Although adopted by the evidence-based mindfulness-based stress reduction methodology, these foundations have their roots in the philosophical perspectives of Buddhist thought; videos and readings by Thich Nhat Hanh (week 2), Jon Kabat-Zinn (week 3), Kristen Neff (week 6) and Barry Kerzin (weeks 6 and 7) synthesize the Buddhist traditions and teaching with contemporary scholarship from counseling, clinical, and positive psychology and neuroscience (week 2, week 5, week 6).

SLO #2: Students will recognize how theory and research support the benefits of mindfulness practice.

Learners will be able to:

- explain how mindfulness practice affects the central nervous system (stress response) or the brain's neurochemical pathways (hormone release) (week 2)
- describe connections between worry, rumination, anxiety, dwelling on the past or future, and stress (week 4)
- define resilience and identify moments of resilience within their lives (week 5)
- explain connections between self-compassion and resilience (week 6)
- recognize connections between mindfulness and self-compassion (week 6)
- explain the concept of fear as a stressor (week 6)
- describe connections between mindfulness and improved relationships, greater connection, and greater empathy and compassion for others (week 7)
- describe connections between mindfulness and greater productivity, workplace or social environments, and ability to work with and lead others (week 7)

Assignments aligned with this learning objective include a research-based analysis of an op-ed paper on mindfulness (discussion board, week 2), required readings on the science behind traditional practices such as the body scan meditation (week 3) and nature bathing (week 4), required videos and discussions/thought exercises on habit formation (week 5) and gratitude (week 6).

Lessons will provide students with an understanding of mindfulness, its underlying philosophies and values, and practices and habits by which to increase their ability to be mindful. The course will also examine mindfulness as an attitudinal and behavioral tool for greater emotional resilience and stress management: students will be able to identify and discuss the benefits of mindfulness (mental, emotional, physical, and behavioral; and at individual, interpersonal, and societal levels) (week 1 and 2). They will be introduced to basic concepts of neurochemistry, neuroplasticity, the automatic stress response, and the connection between stimulus and behavior (week 2), the neuroscience of the mind-body connection (interoception and proprioception, week 4), the neuroscience and psychology

of thought (week 5), the relationships between mindful practice and neurotransmitter release (week 6) and the connection between mindfulness and rational thought (week 7).

Attach a sample syllabus for this course or topic, including the list of any required readings.

[CRT - Foundations of Mindfulness and Resilience_Science and Practice \(HCR 170_294\) .docx](#)

Attach the table of contents from any required textbook(s).

No Response

Attach any other materials that would be relevant or helpful in the review of this request.

No Response

Admin Only

Mandatory Review Implementation Needed

Form Submission - Proposer

Submitted for Approval | Proposer

Zachary Reeves-Blurton - October 10, 2023 at 12:34 PM (America/Phoenix)

Department Approval

Approved

Judith Karshmer

Katherine Kenny - October 10, 2023 at 10:30 PM (America/Phoenix)

Daniel Eckstrom

Nancy Kiernan

Provost's Office Review

Approved

Kaitlyn Dorson - October 11, 2023 at 1:10 PM (America/Phoenix)

April Randall

Social-Behavioral Sciences Committee Review

Acknowledgement Requested

Tamara Rounds

Jen Eden

Michael Mokwa - October 25, 2023 at 10:08 AM (America/Phoenix)

Revise and resubmit: Your course appears to fit SB qualifications, and the proposal is developed well. However, the application is missing a complete and comprehensive syllabus. The syllabus must include learning outcomes along with a coursework schedule and a description of the required student work that will demonstrate that students will meet the SB learning outcomes specified in the syllabus.

Michele Devine

General Studies Council Meeting

Waiting for Approval

Kaitlyn Dorson

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Klein

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Zachary Reeves-Blurton

Topic Notification

Notification

Leticia Mayer

Peggy Boivin
